


1991

# The Effects of Training and Feedback Format on Reactions to in-basket feedback and on In-Basket Performance

Michael G. Fedorko  
*Old Dominion University*

Follow this and additional works at: [https://digitalcommons.odu.edu/psychology\\_etds](https://digitalcommons.odu.edu/psychology_etds)

 Part of the [Industrial and Organizational Psychology Commons](#), and the [Organizational Behavior and Theory Commons](#)

---

## Recommended Citation

Fedorko, Michael G.. "The Effects of Training and Feedback Format on Reactions to in-basket feedback and on In-Basket Performance" (1991). Doctor of Philosophy (PhD), dissertation, Psychology, Old Dominion University, DOI: 10.25777/m447-mq52  
[https://digitalcommons.odu.edu/psychology\\_etds/275](https://digitalcommons.odu.edu/psychology_etds/275)

This Dissertation is brought to you for free and open access by the Psychology at ODU Digital Commons. It has been accepted for inclusion in Psychology Theses & Dissertations by an authorized administrator of ODU Digital Commons. For more information, please contact [digitalcommons@odu.edu](mailto:digitalcommons@odu.edu).

The Effects of Training and Feedback Format  
on Reactions to In-Basket Feedback  
and on In-Basket Performance

by

Michael G. Fedorko  
B.S. May 1976, The University of Pittsburgh  
M.S. August 1986, Old Dominion University

A Dissertation Submitted to the Faculty of  
Old Dominion University  
In Partial Fulfillment of the Requirements for the Degree of

DOCTOR OF PHILOSOPHY  
INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

OLD DOMINION UNIVERSITY

Approved by:

Terry L. Dickinson (Director)

Glynn D. Coates

Raymond H. Kirby

David J. Weston

## ABSTRACT

Director: Terry L. Dickinson, Ph.D.

The purpose of this research was to investigate the effects of training and feedback format on reactions to in-basket feedback and on in-basket performance. Performance was evaluated with a 2 (Training) x 3 (Feedback) x 2 (In-Basket) x 5 (Dimension) repeated measures factorial design. Reactions were evaluated with a 2 (Training) x 3 (Feedback) x 2 (Questionnaire) repeated measures factorial design. The Training factor was comprised of frame-of-reference training (designed to prepare the recipient to receive the feedback) and a control condition (a lecture on Mintzberg's managerial role classification system). The Feedback factor was comprised of written feedback, oral feedback, and no feedback control conditions. First- and second-level managers from the health care industry were randomly assigned to one of six experimental conditions. Each participant completed two in-baskets (one before and one after the feedback manipulation) designed to evaluate performance on five behavioral dimensions shown to characterize effective managerial performance, and two reaction measures (one after the training and feedback manipulations and one at the end of the research). The training did improve participants' reactions, because it created a more effective frame-of-reference for receiving and using the feedback. Training also resulted in better

performance among participants who received feedback for the same reasons. Training did not improve motivation because many of the participants began the program highly motivated to do well. Written feedback resulted in the greatest improvement in performance because of its greater capacity to transmit the referent feedback information. Finally, there were no differences in the reactions of participants who received written feedback and those who received oral feedback. Further explanations for these findings and their implications were discussed along with suggestions for future research.



## DEDICATION

I dedicate this dissertation, the culmination of many years of dreams and effort, to my parents, Mike and Eilene Fedorko. Many years ago, they stopped trying to guess what I would actually do with my life, but NEVER stopped giving their love and support. I hope the answer to the unasked question will be worthy of your devotion. I love you both.

## ACKNOWLEDGEMENTS

It is with great pleasure that I take this opportunity to acknowledge the support and guidance that I have received from my dissertation committee members, friends, and family throughout the years it has taken to bring me to this point.

First, I would like to thank the many individuals, faculty, staff and students who have been part of the I/O program during my stay. Each of you has contributed in your own way to my graduate experience and I owe my development to you as a group. I am indeed proud to belong.

Special thanks go to Dr. Terry Dickinson. From my earliest days here, Terry has served as an excellent role model and friend as well as mentor. I thank him for his calm, steady reassurance, his immeasurable insight, and above all for his confidence in me. I owe you the world, Terry. As we enter this new phase in our relationship, I look forward to continuing to working with you and to seeing the newest little Dickinson grow up. I hope to make you proud.

Dr. Glynn Coates, a man who truly gives until it hurts, deserves a chapter of his own. Your help, patience and style not only got me through the Quant series but also gave me an appreciation of computers and an enjoyment of both. In addition, you were always encouraging and willing to listen when things seemed their darkest for me. Take care of yourself, dude, you too have been a good friend.

Dr. Ray Kirby has also been an influence on me from my first days in this program. Not only did you give us a sound methodological background, one of our two most valuable tools, but you always seemed to show up with the right advice and encouragement during the conundrum of "the first year".

Dr. David Weston, the final member of my committee, has helped in ways both academic and practical. In addition to providing advice and encouragement throughout the dissertation process, he has been an excellent role model in my attempt to fit an "academic peg" into a "corporate America hole" (as well as a good source of income). Dave, I have enjoyed working with you, I look forward to continuing our relationship, and I still owe you dinner.

I also owe a great deal of my professional development to Dr. Michael Secunda. A man of tremendous energy and insight, Mike's crash course in "the politics of the real world" and "how to thrive, not just survive" has been

invaluable. Unfortunately for us all, "the candle burned out long before the legend ever did".

In addition, there are two members of the psychology faculty at the University of Pittsburgh who deserve my thanks. Drs. Bruce Goldstein and Irene Frieze were both instrumental in my decision to pursue a career in psychology. I thank you both and I hope we meet again someday.

Melinda Montgomery deserves more acknowledgement than I can express here. An excellent source of professional support, Mel found me a subject pool, performed the arduous late night task of scoring in-baskets, helped me interpret my results, and was always able to see a way out of my own logical blind alleys. Perhaps even more importantly, Mel helped keep me sane and motivated throughout this process. Special thanks go to her husband, Lin Watkins, for his support and understanding. They are great friends and I look forward to continuing our relationship.

There are many others in the department who deserve special thanks. Anne Marie Yanushefski went far beyond the bounds of friendship in serving (enthusiastically?) as one of my in-basket raters. I know that this task was far from pleasant or stimulating, but she never let me down. Two other individuals, Steve Cesare and Co Thornton have always been there with their professional and personal support. You guys are the greatest! Brian Ruggeberg has been a great friend. Calm down, dude, you're going to make it! Dr. Michelle Kelley also deserves special thanks for her continuous encouragement and confidence. Last but definitely not least, special thanks to Jackie, Evelyn, and Mary. You have been a help every step of the way, and often made it fun.

I owe special thanks to Toni Carver. Toni was a steady source of confidence and encouragement. Even more importantly, she helped me find my way back to God.

Finally, as always, I thank my parents, Mike and Eilene Fedorko for their unending encouragement, support, and love. I hope I can make you as proud of me as I am of you.

## TABLE OF CONTENTS

	<u>Page</u>
I. INTRODUCTION .....	1
Review of the Feedback Literature .....	6
Benefits of Participation .....	10
"Ownership" versus "Understanding" .....	12
Training .....	13
The Present Research .....	14
Feedback Format .....	14
II. METHOD .....	20
Participants .....	20
Design .....	20
In-Basket Development .....	21
Dimensions .....	22
Scoring Keys .....	22
In-Basket Scoring .....	23
Training .....	23
Feedback .....	25
Dependent Measures .....	25
Procedure .....	28
III. RESULTS .....	32
Overview .....	32
Training Manipulation Check .....	32
Session 2 Reactions .....	33
Feedback Only .....	33

## TABLE OF CONTENTS (continued)

	<u>Page</u>
Feedback and Control .....	38
In-Basket Performance .....	42
Repeated Measures Analysis of Reactions .....	52
Analysis of Post-Experimental Reactions .....	62
IV. Discussion .....	66
Overview .....	66
Hypothesis 1 .....	66
Hypothesis 2 .....	68
Hypothesis 3 .....	68
Hypothesis 4 .....	70
Hypothesis 5 .....	71
Hypothesis 6 .....	73
Other Results .....	74
Reactions .....	74
Performance .....	78
Limitations .....	78
Implications .....	80
Conclusions .....	82
V. REFERENCES .....	83
APPENDIX A: In-Basket 1 .....	92
APPENDIX B: In-Basket 2 .....	128
APPENDIX C: Dimensions Definitions: .....	160
APPENDIX D: In-Basket 1 Scoring Materials .....	162
APPENDIX E: In-Basket 2 Scoring Materials .....	203

## TABLE OF CONTENTS (concluded)

	<u>Page</u>
APPENDIX F: Rater Training Outline .....	233
APPENDIX G: Feedback Training Script .....	236
APPENDIX H: No-Training Control Script .....	250
APPENDIX I: Example of Written Feedback - In-Basket 1 .....	263
APPENDIX J: Example of Written Feedback - In-Basket 2 .....	276
APPENDIX K: Reaction Questionnaire Feedback Groups.	287
APPENDIX L: Reaction Questionnaire Control Groups .	292
APPENDIX M: Reaction Questionnaire Post-Exp. ....	296
APPENDIX N: Reaction Scale Reliabilities .....	300
APPENDIX O: Participant Orientation Script .....	303
APPENDIX P: Training Test .....	309
APPENDIX Q: In-Basket Score Interrater Reliabilities .....	312
APPENDIX R: Debriefing Letter .....	314

## LIST OF TABLES

Table	<u>Page</u>
1    Session 2 Reactions for Feedback Groups: Means, Standard Deviations, F-ratios, and ICCs ..	34
2    Session 2 Reactions for Feedback and Control Groups: Means, Standard Deviations, F-ratios, and ICCs .....	39
3    Analysis of Variance for In-Basket Performance ..	43
4    Tukey's HSD Analysis of Mean Differences for the In-Basket x Training x Feedback Interaction .....	47
5    Tukey's HSD Analysis of Mean Differences for the Dimension x Feedback Interaction .....	48
6    Tukey's HSD Analysis of Mean Differences for the In-Basket x Dimension Interaction .....	49
7    Tukey's HSD Analysis of Mean Differences for the In-Basket x Dimension x Training Interaction .....	50
8    Tukey's HSD Analysis of Mean Differences for the In-Basket x Dimension x Training x Feedback Interaction - Written Groups .....	52
9    Tukey's HSD Analysis of Mean Differences for the In-Basket x Dimension x Training x Feedback Interaction - Oral Groups .....	53

## LIST OF TABLES (concluded)

Table	<u>Page</u>
10 Tukey's HSD Analysis of Mean Differences for the In-Basket x Dimension x Training x Feedback Interaction - No Feedback Control Groups .....	54
11 ANOVA for Session Reactions for Utility .....	56
12 ANOVA for Session Reactions for Satisfaction with the Program .....	58
13 ANOVA for Session Reactions for Learning .....	59
14 ANOVA for Session Reactions for Meaningfulness ..	61
15 ANOVA Post Experimental Reactions: Means, Standard Deviations, F-ratios, and ICCs .....	64



The Effects of Training and Feedback Format  
on Reactions to In-Basket Feedback  
and on In-Basket Performance

I. INTRODUCTION

The in-basket as a job simulation technique has enjoyed a steady increase in acceptance and use since its inception in the 1930s (Schippmann & Prien, 1990). It is intended to provide a representation of the written materials typically found in the in-basket of an incumbent in the target position (e.g., letters, memos, organizational information, and personal notes). The in-basket task is to assume the role of a fictitious manager who is new to the position and must work alone and communicate in writing to address the issues that have arisen while the position was vacant. As such, the exercise provides the opportunity for the individual to demonstrate various critical managerial behaviors, which are later rated by trained assessors who have expert knowledge of the target position.

The in-basket is not limited to the status of a "stand-alone" measure. It is the most frequently used assessment center exercise (Thornton & Byham, 1982) and contributes the most unique variance to the final assessment center ratings (Bray, 1964; Bray & Grant, 1966; Huck, 1974; Huett, 1975; Neidig, Martin & Yates, 1977). Research to date has provided ample evidence that the assessment center is effective for managerial selection and promotion (Gaugler,

Rosenthal, Thornton, & Bentson, 1987; Gill, 1979; Thornton & Byham, 1982).

The in-basket has also gained considerable popularity as a research and training tool (Kesselman, Lopez, & Lopez, 1982). With respect to its use as a research tool, Frederiksen, Jensen, and Beaton (1972) used an in-basket to study the effects of organizational climate and structure in the public sector. Shapira and Dunbar (1980) used it to investigate Mintzberg's classification system for managerial roles. England and Keaveny (unpublished) studied the relationship between managerial values and administrative behavior as measured by the in-basket. Fedorko (1986) used an in-basket to elicit managerial behavior for use in validating behavioral rating formats. Finally, DeGregorio and Fisher (1988) used the technique to simulate managerial behavior in order to explore reactions to performance feedback.

Using an in-basket developed in conjunction with the Educational Testing Service, AT&T was the first organization to use the technique for training managers (Ward, 1959). Training staff members were evidently pleased with the results as use of the in-basket soon spread to all managerial levels and divisions of AT&T. Other organizations including IBM, the Dayton Rubber Company, Boeing, The Port Authority of New York, and Proctor & Gamble

developed their own versions for use in their training programs (Lopez, 1966).

Soon after the introduction of the in-basket for training managerial personnel at AT&T, Jaffee (1968) developed a workbook for use in graduate and undergraduate courses in personnel management and organizational behavior, as well as for management development programs in organizations. Central features of this workbook were (a) several in-baskets to be used as pre- and post-test measures and (b) training materials to improve the managerial skills elicited and measured by these in-baskets. Jaffee reported that those companies that utilized the in-basket in this manner had described it as an excellent means of generating employee interest and involvement.

Engle (1973) offered a similar package that was structured around a set of in-baskets. Following the administration of the first in-basket, the trainees and assessors discussed the in-basket performance in terms of both the "plan of attack" (i.e., the individual trainee's approach to the problem), and the "decision-making quality." Next, Engle provided case study readings to trainees that were similar to the various in-basket items. Thereafter, the second in-basket was administered to evaluate the impact of the intervention.

More recently, other researchers have used the in-basket to develop managers. For example, Friedman, Stumpf,

and Platten (1980) used the in-basket as an integral part of an assessment center for the purposes of career planning and change. Ginsberg and Silverman (1972) used the in-basket to identify and develop managers in a hospital setting, whereas Meyer (1979) used it to evaluate the acquisition of skills in management development courses. Further, Watson (1979) used the in-basket to teach such topics as decision making, time management, establishment of priorities, delegation, and coordination. Similarly, Kogen (1983) discussed the use of an in-basket to improve communication skills.

As described previously, the use of the in-basket as a research and training tool has involved the simulation of managerial job performance in a pre-test/post-test design. The first in-basket is administered solely to gain an evaluation of the individual's managerial skills. Following this evaluation, the individual typically receives feedback on the performance in conjunction with associated training intended to improve future performance. The second in-basket is then administered to evaluate the effects of the intervention.

The use of the in-basket in the pre-test/post-test design offers significant benefits over the use of traditional "knowledge" tests for managerial training. These benefits relate to the concept of "signs" versus "samples" of behavior (cf. Wernimont & Campbell, 1968). In particular, the in-basket offers higher "face validity,"

creates performance demands that closely match those associated with critical aspects of the manager's job, and allows for the evaluation of job-related managerial behavior.

In discussing the evaluation of training efforts, Kirkpatrick (1977) stressed the importance of assessing changes in post-training work-related behavior rather than simply measuring the "knowledge" gained during the training program. While the in-basket does not measure actual work behavior, it has been shown to be a realistic simulation and should have greater fidelity for work behavior than a knowledge test. In addition, the high face validity of in-baskets and the feedback and training designed to accompany them should significantly increase the generalizability of the intervention as well as the likelihood of transfer to work performance. Thus, the entire process of in-basket assessment and training can be viewed as a simulation of an on-the-job intervention where the pre-test and post-test measures reflect performance highly relevant to work performance.

While the in-basket literature suggests that the pre-test/post-test design has been widely used as a training tool, little research has been reported regarding the assessment of the training process (Brannick, Michaels, & Baker, 1989). The objective of the present research is the investigation of factors impacting the effectiveness of the

feedback that is given during in-basket training. Because in-basket training can be viewed as a simulation of the work performance feedback situation, the research on performance feedback is reviewed next.

#### Review of the Feedback Literature

The provision of feedback through the formal performance appraisal process has been one of the most widely researched areas in personnel psychology. Moreover, interest in the area has increased recently for two reasons. Performance appraisal and feedback systems have been shown to have extensive legal implications for fair employment practices as well as practical implications for employee productivity (Pearce & Porter, 1986). In a survey of human resources managers, Hall, Posner, and Harder (1989) found that 42% of them identified "subordinate development" (with feedback as a primary mechanism for development) as a critical managerial responsibility.

The feedback that an individual receives regarding performance plays a crucial role in the management of future performance. One of the earliest hypothesized contributions of feedback to performance management was that it could serve as a motivating factor, either as an incentive or as a sanction (Payne & Hauty, 1955). Later research suggested that performance management was also accomplished by providing the individual with two specific types of information (Ilgen, Fisher, & Taylor, 1979): Referent

information (i.e., details concerning the optimum process and standards for completing the task) and appraisal information (i.e., details indicating the individual's level of performance relative to these standards). Clearly, the use of the in-basket as a training tool is also structured around reviewing both referent information (i.e., standards for performance and the optimal manner of approaching the in-basket) and appraisal information (i.e., decision-making quality).

A current conceptualization of the performance feedback process is as a special case of the general communication process (Ashford & Cummings, 1983). As such, it is seen to contain relevant source, message, and target characteristics that interact to control the recipient's perceptions of the information provided during the feedback session and the motivation to modify future behavior based on that feedback (Ilgen et al., 1979). Ultimately, the recipient's perceptions and motivation would be expected to moderate the effectiveness of the feedback for directing future performance.

In their review of the feedback literature, Ilgen et al. (1979) attempted to explain how the "target" or recipient deals with feedback information. They suggested that the recipient processes feedback information in four stages: perception of the feedback, acceptance of its

message, desire to respond to the message, and the plan for future performance.

During the perception phase, it is the accuracy of the recipient's perceptions that are of primary importance to feedback and the performance management process. As might be expected, various characteristics of the source or "giver" of the feedback have been shown to influence the recipient's response to the feedback. The recipient's perceptions of (a) the credibility of the feedback giver (Bannister, 1986; Stone, Gueutal, & McIntosh, 1984), (b) the amount of trust that the recipient places in the feedback giver (Snyder, Williams & Cashman, 1984), and (c) prior interactions with the feedback giver (Inderriedan, Keaveny, & Allen, 1988) have been shown to be predictors of the individual's response to feedback.

Characteristics of the target or recipient of the feedback have also been shown to influence perceptions of the feedback. These perceptions are formed within the recipient's own frame-of-reference (Ilgen et al., 1979). For example, Taylor et al. (1984) have shown that the individual's own standards interact with the sign of the feedback to influence perceptions of the accuracy of that feedback. Others (Ashford & Cummings, 1983; Inderriedan, Keaveny & Allen, 1988; Pearce & Porter, 1986) have demonstrated that the recipient's history with receiving feedback (i.e., the amount and sign) will also predict the



recipient's perceptions of feedback accuracy. Furthermore, Bannister (1986) demonstrated a relationship between the recipient's attribution (internal versus external) of performance outcomes and acceptance of feedback. Other researchers (Pearce & Porter, 1986; Russell & Goode, 1988) have established a relationship between the individual's attitude toward the performance appraisal system and acceptance of the feedback. Finally, Longnecker, Liverpool, and Wilson (1989) have shown that manager and recipient reactions to feedback are influenced by their perceptions of the purpose of the feedback as well as their perceptions of the extent to which the feedback session actually met these goals.

In addition to characteristics of the source and recipient of the feedback, the individual's perceptions are influenced by characteristics of the message itself. In particular, research has demonstrated the importance of two aspects of the sign of the feedback. Positive feedback is typically perceived as being more accurate by the recipient than is negative feedback (Russell & Goode, 1988; Taylor et al., 1984). Further, when individuals receive both positive and negative feedback, a "positive-negative" sequence is generally perceived as being more accurate than a "negative-positive" sequence (Stone et al., 1984).

Finally, the establishment of relevant and specific goals during the feedback session as well as a discussion of

the recipient's impact on the more global goals of the organization have been shown to improve the accuracy of the recipient's perceptions of a performance appraisal system (Evans & McShane, 1988; Ivancevich, 1982; Tziner & Latham, 1989). Further, the results of several studies suggest that recipients' reactions to feedback are improved if they are involved in the feedback process (Burke & Wilcox, 1969; Burke, Weitzel & Weir, 1978; Cederblom, 1982; Nemeroff & Wexley, 1979). In using an in-basket to simulate managerial performance, DeGregorio and Fisher (1988) found that involving the recipient in the feedback session increased later acceptance of the feedback.

#### Benefits of Participation

In a related line of research, Silverman and Wexley (1984) studied the effects of recipient participation in the development of a performance appraisal system. They found that recipients, who had participated in the development of the appraisal rating scales for the system, evaluated the appraisal feedback session as (a) more useful, (b) allowing them greater impact on the outcome of the session, and (c) resulting in better goals and objectives than those who had not participated. Silverman and Wexley also found that individuals who had participated were more satisfied with the feedback session and that they were more highly motivated to use the information provided during the session to improve their subsequent performance. As stated

previously, DeGregorio and Fisher (1988) obtained similar results by involving recipients in the feedback sessions regarding their in-basket performance.

In discussing their results, Silverman and Wexley (1984) suggested that those recipients who were involved in the development of the appraisal rating scales may have had more positive reactions due to their feeling "a sense of ownership" of the feedback process. This explanation is supported by earlier research demonstrating the value of behaviorally anchored rating scales (Greller, 1978; Landy & Trumbo, 1980), which traditionally involve the raters (and perhaps ratees) in the development of these scales.

It is not the intent of the present research to take issue with the contention that participation in a process improves its acceptance. The relationship between participation and acceptance appears to be indisputable (cf. Burke & Wilcox, 1969; Burke, Weitzel, & Weir, 1978; Cederblom, 1982; Cotton, Vollrath, Froggatt, & Lengnick-Hall, 1988; DeGregorio & Fisher, 1988; Locke, & Latham, 1984; Nemeroff & Wexley, 1979; Pollock, & Colwil, 1987; Shuster, 1990).

The use of participation, however, faces serious obstacles. The participation of a small number of individuals in the development of rating scales presents no significant problems. It is unrealistic, however, to expect all individuals who will ever be appraised by a system to

participate in its development. Some employee groups will be too large for this to be practical. Furthermore, the composition of these employee groups is rarely stable over the useful lifespan of an effective performance appraisal and feedback system due to routine attrition and replacement.

As a result, at least some portion of the recipients who are appraised and receive feedback will not have had the opportunity to participate in the system's development. While it is not clear whether this differential treatment would cause resentment or lower motivation on the part of those who had not participated in development, it is certainly not reasonable to expect that these individuals would experience the same "sense of ownership" with the resulting improvement in their reactions as those who had participated.

With respect to the development of in-basket training and feedback, participation would be hindered by these same problems. In addition, participation in development would seriously contaminate pre-test performance, invalidating the entire in-basket training process.

#### "Ownership" versus "Understanding"

One alternative to the "sense of ownership" explanation is that those individuals who participate in the development of a system react to it in a more positive way simply

because they have a better understanding of the entire process.

Their participation in developing the performance appraisal system would give them expert knowledge of how the rating dimensions relate to their jobs, how the rating scales and anchors have been developed, and how the dimensions and scales were intended to be used by their supervisors for appraisal and feedback. Given the frequency of workers' complaints that their performance appraisals are not job-related (Bank & Roberson, 1985; McCall & DeVries, 1976), a more complete understanding of the appraisal system, by itself, might be expected to improve recipients' reactions to the feedback.

### Training

Training could be used to detail the development of an existing appraisal and feedback system. Such training might be expected to improve the recipients' acceptance of the system through increasing their understanding of it prior to the appraisal and feedback process. This training could also be geared toward establishing a broader, common, and more effective frame-of-reference for the recipients. This frame-of-reference should include features related to several of the aforementioned predictors of reactions to the feedback process: (1) meaning associated with the rating scale values (the sign); (2) the purpose of the feedback session; and (3) appropriate attributions for performance. In turn, this frame-of-reference should lead to increased

acceptance of the feedback and increased motivation to respond appropriately.

#### The Present Research

One goal of the present research is to investigate the effects of training on recipients' perceptions of feedback delivered in the intervention phase of the in-basket pre-test/post-test design. In addition to increasing the recipients' understanding of the in-basket appraisal procedure, the training should also create a frame-of-reference for the recipients by including information about the following: (1) the sign of the feedback; (2) the purpose of the feedback; (3) appropriate attributions (internal versus external) for the performance; and (4) realistic standards for performance.

Relevant hypotheses include the following: (1) recipients who receive the training will react more favorably to the feedback than those who do not; (2) recipients who receive the training will be more motivated to use the feedback to improve their post-test in-basket performance than those who do not; and (3) recipients who receive the training will show greater improvement in subsequent in-basket performance than those who do not.

#### Feedback Format

As described previously, the current conceptualization of performance feedback is from a communication process

perspective such that the effectiveness of the process is moderated by characteristics of the source, message, and target. These characteristics interact to determine the recipient's reactions to the feedback, which in turn influence motivation to use the feedback information and to improve future performance.

The first goal of the present research, which is to examine the effects of training on the recipient's reactions to feedback, addresses characteristics of the recipient of the feedback. The second goal addresses the message, or the feedback itself.

Whether it is formal or informal, the most common format for the delivery of feedback is a face-to-face discussion between the source and recipient in which the feedback is delivered orally. Particularly in the case of the in-basket, however, feedback is also frequently delivered in a written format (Frederiksen et al., 1972; Jaffee & Michaels, 1978; Kesselman et al., 1982). Very little research has examined differences between these two formats for delivering feedback (DeGregorio & Fisher, 1988).

In one study, Hobson (1986) found that written feedback was given more frequently than face-to-face (i.e., oral) feedback, at least when the feedback was positive. He also found that written feedback was delivered in a more timely manner, whereas oral feedback tended to be delayed.

It is clear that feedback must be accurately perceived by the recipient if it is to affect performance as it is intended. Yet, we know that feedback information is frequently misperceived. Common approaches to dealing with misinterpretation include increasing the levels of specificity and detail (Ilgen et al., 1979). The idea is that the more specificity and detail in the feedback, the less likely the message is to be misperceived. Given what is known about the limited capacity and duration of short-term memory, this suggests an advantage for the written format, because it could be referred back to and used at a later point in time without any deterioration in the original message. This would also be an advantage for in-basket training because improvements in performance would be expected on the second in-basket as well as after returning to the job.

In a related study, Ilgen and Moore (1987) presented results showing that when performance is evaluated on more than one dimension, it may be useful to provide detailed feedback separately on each important dimension to allow the recipient to focus attention in one area at a time. This separation should increase the recipient's understanding of the message, as well as reduce the amount of time required to receive and evaluate the feedback. Separating and detailing feedback by dimension suggest an advantage for the written format.



Based on previous research (Hobson, 1986; Ilgen & Moore, 1987), the written format for feedback is expected to result in better subsequent performance than the oral format. Nonetheless, other research suggests that certain types of face-to-face feedback might be preferred.

Maier (1976) discussed what he termed the "tell-and-sell," "tell-and-listen," and "problem-solving" approaches to delivering oral feedback in the performance appraisal interview. The objectives of the tell-and-sell approach are to present the appraisal information, convince the recipient that the information is accurate, and get the recipient to agree to a prescribed action plan. The tell-and-listen approach requires the recipient to respond to and discuss the feedback, while the problem-solving approach requires even more input from the recipient. Viewed in this respect, these three approaches to delivering feedback require the recipient to become increasingly more involved in the feedback session. Maier (1976) suggested that approaches which require greater involvement from the recipient would result in more favorable reactions to the feedback. (A similar concept has been discussed previously regarding Silverman and Wexley's (1982) research. These authors increased the involvement through participation in the development of appraisal rating scales.)

DeGregorio and Fisher (1988) used the in-basket pre-test/post-test design to compare four approaches to giving

oral feedback. Their "top-down" approach was similar to Maier's (1976) tell-and-sell approach in that it minimized the involvement of the recipient in the feedback session. The remaining three "interactive" approaches to delivering feedback required increasingly higher levels of involvement from the recipients. The authors found that while none of the interactive approaches was superior to the others, all resulted in better recipient reactions to the feedback than the top-down approach. Similarly, Tziner and Latham (1989) found that feedback sessions that included employee input in goal-setting also evoked better reactions than sessions which did not.

Feedback delivered in a written format would provide little opportunity for recipient involvement in the feedback session. Unlike the research discussed previously that suggested written feedback might be the more appropriate format to use with in-basket training (Hobson, 1986; Ilgen & Moore, 1987), these results (DeGregorio & Fisher, 1988; Maier, 1976; Tziner & Latham, 1989) suggest the advantage of involvement for the oral format. Thus, the oral format might allow the recipient to become more involved in the feedback session and result in more positive reactions to the feedback and better subsequent performance.

The training component of the present research, however, is expected, by itself, to increase recipient involvement. By improving recipient understanding of the

in-basket training process and creating a more accurate frame-of-reference with respect to performance standards and attributions, the training component should also lead to recipient involvement during the feedback session.

The second goal of this research will be to investigate the relative merits of written and face-to-face in-basket performance feedback. The benefit of increasing involvement through the use of the training component is expected to interact with the format of the feedback.

Relevant hypotheses include the following: (4) recipients who receive feedback (written or oral) will perform better than those who do not; (5) recipients who receive written feedback and training will perform better than recipients in the remaining groups; and (6) recipients who receive written feedback and training will react more positively than recipients who receive oral feedback and training.

## II. METHOD

### Participants

The participants in this research were 60 first- and second-level managers who worked in local health care organizations. These organizations were three medical hospitals and one outpatient medical care facility from both urban and rural areas in the east and southeast. Of the 60 participants, 24 were nurses and 36 were administrative personnel. They had an average of 4.2 years of experience as managers, and 72% of the participants were female.

### Design

The design was a 3 x 2 x 2 x 5 repeated measures design with the effects of feedback formats (i.e., oral, written, and control), training (i.e., training and control), in-baskets (i.e., In-Basket 1 and In-Basket 2) and in-basket dimensions. Feedback formats and training were between-subjects factors, while the two in-baskets and their five dimensions were repeated measures. A questionnaire was administered after the delivery of feedback to test the reaction and motivation hypotheses. Differences in in-basket performance between the first and second administrations were evaluated to test the performance hypotheses.

### In-Basket Development

The two in-baskets used in the present research were initially developed by Meyer (1979) for the purpose of evaluating a managerial training program. He conducted job analysis interviews with middle-level managers to identify their duties, responsibilities, and typical managerial roles. Each of the in-baskets contained 24 items that were generated from the interview responses with the intent of creating parallel forms. Both forms involved the promotion of an individual into a managerial position within a public service organization.

In-Basket 1 was set in the Department of Health and Welfare with the respondent assuming the role of Personnel Manager of a regional office. In-Basket 2 was set in the State Employment Service with the respondent assuming the role of Manager of a regional office. Both in-baskets contained phone messages, complaints from managers and others outside the office, schedule conflicts, and so forth. As such, they were considered to be representative of the in-basket activities in the typical manager's job. Further, the in-baskets were written so that no special knowledge was required of the managerial roles associated with them as the in-baskets were designed to test general managerial skills and not technical knowledge of a specific position.

Final development of the in-baskets, dimensions, and scoring keys was reported by Brannick et al. (1989). Both

in-baskets were shortened (i.e., In-Basket 1 to 19 items and In-Basket 2 to 17) so that most participants could finish them within one hour. In-Basket 1 was shortened by removing filler items that tapped dimensions the authors decided not to measure, and by removing items that were interdependent. In-Basket 2 was shortened in a similar manner, with particular attention focused on retaining items that were likely to provide information of the same quality as In-Basket 1. All decisions to drop items were made after the scoring keys were developed. In-Basket 1 is contained in Appendix A, and In-Basket 2 in Appendix B.

Dimensions. Both in-basket forms were scored on the following five dimensions: planning and organizing, perceptiveness, delegation, leadership, and decisiveness. These five dimensions are among those most frequently measured in managerial assessment centers and in-baskets alike (Thornton & Byham, 1982). These dimensions and their definitions are contained in Appendix C.

Scoring Keys. Scoring keys were developed separately for each in-basket using the responses of 20 students and managers. All of these responses, plus others generated by Brannick et al. (1989) were listed for each item. Each of the responses was then judged to be a positive, neutral, or negative indicator for each of the five dimensions by the consensus of the authors and raters. Thus, each response received a numerical score for each dimension. The scoring

key for In-Basket 1 is contained in Appendix D, and the scoring key for In-Basket 2 in Appendix E.

In-Basket Scoring. Brannick et al. (1989) had two raters score the in-basket responses of a second group of managers. For each in-basket item, the rater read the response and checked off each item on the scoring key that matched it. Once all in-basket items were processed in this manner, the rater scored each dimension by summing the item response scores for that dimension. The overall in-basket score was the total of these dimension scores. The authors reported that the reliabilities of the two raters varied from .71 to .94 on the five dimensions and the overall rating.

The same scoring procedure was used in the present research. The raters were two industrial-organizational psychology graduate students who were chosen for their prior experience with behavioral rating scales and behavioral checklists. Rater training took approximately four hours and involved (a) being tested with the in-baskets, (b) instruction on dimension definitions, related behaviors, and use of the scoring keys, and (c) practice and feedback on scoring the in-baskets. An outline of the rater training is contained in Appendix F.

### Training

All training was done by the author and was presented in a lecture format. The training began with an explanation

of the in-basket method and concluded with a group discussion of the feedback session. The purpose of the training was to increase the recipients' understanding of and involvement with the in-baskets and the feedback.

The in-basket portion of the training was intended to furnish the recipient with a general understanding of the method and how it relates to their own jobs. Concepts covered in this section included: (1) the in-basket's value as a simulation of managerial work; (2) how in-baskets are currently used; (3) how in-baskets and the performance dimensions they measure are typically developed; (4) the strategy used to score the in-baskets; and (5) how the particular in-basket items and dimensions relate to their own jobs.

The second section of the training session was devoted to creating a frame-of-reference for the feedback recipients, and it included: (1) the purpose of the feedback; (2) what to expect from the feedback session; (3) appropriate attributions for their performance; (4) the meaning associated with the valence of the ratings (i.e., the "sign"); and (5) standards for performance.

In contrast, participants in the no-training control condition received a lecture on Mintzberg's managerial role theory. Each training session required approximately the same amount of time.



The training script is contained in Appendix G, and the no-training control script is contained in Appendix H.

### Feedback

Individual feedback was developed on the basis of each participant's performance on the first in-basket. It included both appraisal information (i.e., the level of performance) and referent information (i.e., ways to improve that performance). All scores were presented in terms of percentile ranks available for the students and managers who were used to develop the scoring keys. This was done to make the scores more meaningful to the recipients.

Feedback was presented to the recipient either orally or in writing, as dictated by random assignment to experimental conditions. In both feedback conditions, Maier's (1976) tell-and-listen approach was followed in that each recipient was encouraged to ask questions and explain his/her reasoning. A control condition consisted of receiving no feedback. An example of the written feedback for In-Basket 1 is contained in Appendix I, and an example of the written feedback for In-Basket 2, in Appendix J. Oral feedback was presented by the author, using a script similar in format to that of a written feedback report.

### Dependent Measures

The reaction questionnaire was originally developed by Silverman and Wexley (1982) for use in their research. This questionnaire measures the following dimensions: (1)

utility of the feedback session; (2) supportiveness of the feedback giver; (3) opportunity to participate in the feedback session; (4) perception of goal setting; (5) contribution (opportunity to make suggestions about how the job might be done differently); (6) satisfaction with the feedback session; (7) motivation to improve subsequent performance; (8) anxiety associated with the feedback session; (9) derogation of the appraisal/feedback process; and (10) the degree to which the feedback giver appeared to be critical of the recipient.

The original questionnaire was modified in the following ways. All responses were made on a 7-point rather than a 4-point Likert-type scale. The language of the questionnaire was changed slightly to make it more appropriate for use in this study (i.e., "performance on the in-basket" was substituted for "performance on the job", and "the feedback session" was substituted for "the appraisal"). The "contribution" dimension was dropped, as its focus on the respondent making suggestions about changing the job was deemed inappropriate in the in-basket context. In addition, as the Silverman and Wexley (1982) measure contained only one item intended to assess "motivation to improve performance," three additional items were written to supplement the original one. Finally, additional items were written to assess the participants' perceptions of the goal setting that had occurred, their satisfaction with the

information that they had received, and their satisfaction with the program in general. The reaction questionnaire that was administered to the participants who received feedback prior to completing the second in-basket is contained in Appendix K.

A different version of the reaction questionnaire was prepared for those participants in the no-feedback control condition. Filler items were substituted for those relating to the eight dimensions assessing reactions to the feedback. This questionnaire did, however, include those items intended to assess the respondent's motivation to improve subsequent performance. The reaction questionnaire administered to the no-feedback control group is contained in Appendix L.

In addition to the reaction questionnaire, a post-experimental questionnaire contained 16 items that measured the recipients' perceptions of the usefulness of the feedback, their satisfaction with the information that they had received and with the program in general, their perception of the extent to which the program was a learning experience, and their perception of the extent to which the program was meaningful to them. These items were written to match those in the reaction questionnaire as closely as possible. The post-experimental questionnaire is contained in Appendix M.

Cronbach's alpha was computed to evaluate the reliability of each scale. The reliability of scales intended to measure participants' satisfaction with the information that they had received were all below .46 so this measure was not included in any further analyses. The remaining coefficients ranged from .74 to .95 and are reported in Appendix N.

Finally, performance on the two in-baskets was also considered as a dependent measure.

### Procedure

The participants were randomly assigned to one of the six experimental conditions. Participants were also randomly assigned to one of two in-basket orders (i.e., 1-2 or 2-1) to control for the possible non-parallelism of the two forms.

The first session was a group session and opened with a brief orientation to the research and the participants' responsibilities. Participants were told only that they would be completing two managerial in-baskets and that they would receive feedback on their performance. It was stressed that they not discuss any aspect of their participation (in an attempt to prevent contamination of the experimental conditions); all participants signed an agreement to this effect. This orientation took approximately 10 minutes. The script for the orientation and the agreement form are presented in Appendix O.

Following this orientation, the managers were given one hour to complete the first in-basket. Upon completion of the in-basket, participants took part in either the feedback training or the no-training control lecture, both of which required approximately 45 minutes. Before leaving the first session, they were asked to complete a test designed to measure their knowledge of the material presented in the training and the control lecture as a check of the manipulation. This test required approximately five minutes to complete, and a copy is contained in Appendix P. The first session required approximately two hours.

Scoring of the first in-baskets was done after the completion of the first session. Two raters scored each in-basket. Final dimension and overall scores were computed by averaging the scores provided by the two raters. The interater reliabilities of the average scores ranged from .91 to .98 on In-Basket 1 and from .86 to .97 on In-Basket 2. These reliabilities are presented in Appendix Q.

Feedback was then developed by the author based on in-basket performance. The feedback was administered in either the oral or the written format depending on the condition to which the participant was assigned.

Participants in the written and oral conditions received their feedback in individual meetings within three days of the first session. Presentation of both the oral and the written feedback required approximately 50 minutes.

Participants in the written condition were allowed to view the written copy during the session, they were allowed to keep the copy, and were encouraged to review it and think about how they would approach the second in-basket. Upon completion of oral or written feedback, participants were invited to ask questions. The feedback session ended with the participants completing the reaction questionnaire. The entire session required approximately 60 minutes.

Participants in the no-feedback control condition also met individually with the experimenter within three days of the first session. During this meeting they completed the reaction questionnaire, were thanked for their participation and reminded of the time and date scheduled for their final session. If they asked for feedback about performance on their first in-basket or advice on how to improve their performance, they were simply told that scoring had not yet been completed.

The final session was scheduled to occur approximately one week after the first and was another group session. This session began with the administration of the second in-basket. Upon completion of the second in-basket, all participants were asked to complete the post-experimental questionnaire. This questionnaire required approximately 10 minutes to complete. The final session took approximately one hour and 15 minutes. The in-baskets were scored using the same procedure as discussed for the first in-baskets.

Debriefing about the purposes of the research was done by letter after the data collection was completed to insure the integrity of the experimental manipulations. In this letter, all participants were given written feedback on their performance on the second in-basket along with their scores on the first in-basket. An example of the debriefing letter is presented in Appendix R.

### III. RESULTS

The results of this research are presented in five sections. The first section presents results to evaluate the training manipulation. The second section presents results for the reactions of participants at the end of the second session. The third section presents results for performance on the in-baskets. The fourth section presents results for participants' reactions before and after the final in-basket. The last section presents the results for participants' post-experimental reactions. The implications of the results for specific research hypotheses are described where appropriate.

#### Training Manipulation Check

A t-test was used to investigate the adequacy of the training program. This training was presented to improve participants' understanding of the in-basket, its scoring, and the feedback processes. The dependent measure was the participant's score on the knowledge test administered at the end of the first session.

A t-test ( $t(58) = 14.90, p \leq .05$ ) indicated a significant difference in knowledge between the training and control groups. A comparison of the means showed that the training group ( $M = 13.90, SD = 1.79$ ) had a more complete and accurate understanding of the in-basket, its scoring, and the feedback processes than did the control group ( $M =$



6.00, SD = 2.29), providing evidence that the training manipulation was successful.

### Session 2 Reactions

Analysis of variance (ANOVA) was used to analyze the data gathered with the first reaction questionnaire. This questionnaire was administered at the end of the second session. At this point in the research, all participants had completed their first in-basket and had received either the training or control program. They had also received either written, oral, or no feedback on their performance on the first in-basket.

The results for this questionnaire are presented in two sections. The first section presents the analyses that were conducted on those reaction items that pertained only to the groups that had received either written or oral feedback. The second section presents the analyses that were conducted on those items that pertained to all groups.

Feedback Only. A series of 2 (training) x 2 (feedback) ANOVAs was used to examine differences in the reactions of those participants who received either written or oral feedback during the second session. The results of these analyses are presented in Table 1.

Training had a significant main effect ( $p \leq .05$ ) on all of the measures except for anxiety. Furthermore, training accounted for a reasonable percentage of variance for these

Table 1

Session 2 Reactions for Feedback Groups: Means, Standard Deviations, F-ratios, and ICCs

Measure	Training Main Effects			
	Training	Control	F-ratio	ICC
Utility	6.15 (0.73)	5.16 (0.79)	17.59*	.29
Anxiety	5.37 (1.01)	4.83 (1.31)	1.99	.03
Satisfaction with Feedback	6.18 (0.96)	5.08 (1.40)	8.09*	.16
Opportunity	6.33 (0.61)	5.18 (1.34)	12.29*	.22
Supportiveness	6.35 (0.75)	4.97 (1.79)	10.59*	.19
Goal Setting	5.78 (1.54)	4.53 (1.30)	7.48*	.14
Derogation	5.34 (0.87)	3.64 (1.93)	12.23*	.23
Criticality	5.30 (0.87)	3.65 (2.49)	7.49*	.15

Table 1 (continued)

Measure	Feedback Main Effects			
	Written	Oral	F-ratio	ICC
Utility	5.69 (0.94)	5.62 (0.89)	.09	.00
Anxiety	5.23 (1.06)	4.97 (1.31)	.50	.00
Satisfaction with Feedback	5.78 (1.20)	5.48 (1.43)	.60	.00
Opportunity	6.00 (1.04)	5.52 (1.27)	2.17	.02
Supportiveness	6.00 (1.20)	5.32 (1.76)	2.58	.00
Goal Setting	4.95 (1.91)	5.35 (1.08)	.77	.00
Derogation	4.50 (1.46)	4.48 (1.97)	.00	.00
Criticality	4.55 (1.73)	4.40 (2.32)	.06	.00

Table 1 (continued)

	Training x Feedback Interaction Effect					
	Training		Control			
Measure	Written	Oral	Written	Oral	F-ratio	ICC
Utility	6.40 (0.67)	5.90 (0.73)	4.98 (0.52)	5.34 (0.98)	3.32	.04
Anxiety	5.53 (1.05)	5.20 (1.00)	4.93 (1.04)	4.73 (1.59)	.03	.00
Sat.	6.30 (1.14)	6.05 (0.80)	5.25 (1.06)	4.90 (1.71)	.02	.00
Opportunity	6.52 (0.69)	6.15 (0.47)	5.48 (1.11)	4.88 (1.54)	.12	.00
Supportive	6.50 (0.82)	6.20 (0.67)	5.50 (1.34)	4.43 (2.08)	.81	.03
Goal Setting	5.70 (2.16)	5.85 (0.58)	4.20 (1.34)	4.85 (1.25)	.30	.00
Derogation	5.35 (1.11)	5.33 (0.61)	3.65 (1.28)	3.83 (2.48)	.00	.00
Criticality	5.25 (1.09)	5.35 (0.63)	3.85 (2.02)	3.45 (2.99)	.17	.00

Note. Standard deviations appear in parentheses under the means. In computing an intraclass correlation coefficient (ICC), if its associated variance component was zero, the ICC was assigned a value of zero; negative

Table 1 (concluded)

variance components were included in the denominator to compute ICCs.

\* $p \leq .05$ .

measures as indicated by their intraclass correlation coefficients (i.e., 14% to 29%).

A comparison of the group means in Table 1 indicates that those participants who received the training reacted more positively to the feedback than those who did not receive the training. These results support Hypothesis 1. More specifically, those participants who received the training: 1) perceived the in-basket program as being more useful, 2) were more satisfied with the feedback, 3) felt they had more opportunity to participate in the feedback session, 4) felt the feedback-giver was more supportive, 5) felt that the feedback session's goal-setting had been more effective, 6) made fewer derogatory remarks about the program, and 7) felt that the feedback-giver had been less critical of their performances.

Neither feedback nor its interaction with training had a significant effect on any of the measures (see Table 1). Further, neither feedback nor its interaction with training accounted for more than 4% of a measure's variance. These results fail to support Hypothesis 6; the group that received written feedback and training did not react more

positively than the group that received oral feedback and training.

Feedback and Control. A series of 2 (training) x 3 (feedback) ANOVAs was used to examine differences in reactions between all groups at the end of the second session. The results of these analyses are presented in Table 2.

The results presented in Table 2 show a significant training effect for the satisfaction, learning, and meaningfulness measures. Training accounted for 23% of the variance on the satisfaction measure, 3% on the utility measure, and 4% on the meaningfulness measure. Inspection of the means shows that those participants who received the training viewed the in-basket program as more satisfying, more useful, and as more of a learning experience than those who did not receive the training. These results offer support for Hypothesis 1; training resulted in better reactions to the program. However, the nonsignificant effect of the training on the motivation measure fails to support Hypothesis 2. Apparently, participants who received the training were not more motivated to improve their performance than those who did not.

Table 2 also shows that feedback had a significant and strong effect ( $p \leq .05$ ) on all reaction measures. Feedback accounted for 25% to 73% of the measures' variance.

Table 2

Session 2 Reactions for Feedback and Control Groups: Means, Standard Deviations, F-ratios, and ICCs

Measure	Training Main Effects			
	Training	Control	F-ratio	ICC
Utility	5.10 (1.94)	4.83 (1.66)	1.48	.00
Motivation	6.08 (0.96)	5.83 (0.93)	2.35	.02
Satisfaction with Program	5.12 (1.55)	3.96 (1.41)	14.87*	.23
Learning	5.23 (1.87)	4.75 (1.39)	4.10*	.03
Meaningfulness	5.08 (1.75)	4.53 (1.61)	5.47*	.04

The results of Tukey's HSD (Winer, 1971) analyses revealed that those participants who had received written or oral feedback had significantly ( $p \leq .05$ ) more favorable reactions than those who had not received feedback. Furthermore, the two feedback groups did not differ significantly on any of the reaction measures.

The utility and satisfaction measures also indicated a significant interaction between training and feedback. This

Table 2 (continued)

Measure	Feedback Main Effects			F-ratio	ICC
	Written	Oral	Control		
Utility	6.15 (1.09)	5.95 (0.69)	2.80 (0.95)	97.78*	.73
Motivation	6.52 (0.57)	6.40 (0.53)	4.95 (0.76)	39.98*	.55
Satisfaction with Program	5.33 (1.23)	4.93 (1.79)	3.35 (0.85)	16.03*	.25
Learning	5.88 (1.02)	6.00 (0.95)	3.10 (0.95)	62.86*	.64
Meaningfulness	5.67 (1.07)	5.92 (0.86)	2.83 (0.93)	72.15*	.67

interaction accounted for 4% of the variance on the utility and satisfaction measures, and 1% or less on the remaining measures.

A Tukey's HSD analysis of mean differences revealed the nature of the significant interaction. First, the training and control groups showed no difference in their perceptions of utility among those participants who did not receive feedback or among those who received oral feedback. However, among the participants who received written feedback, the training program resulted in significantly greater perceptions of utility than the control program.



Table 2 (concluded)

Training x Feedback Interaction Effects								
Measure	Training			Control			F-ratio	ICC
	W	O	C	W	O	C		
Utility	6.80 (0.63)	5.70 (0.82)	2.80 (1.23)	5.50 (1.80)	6.20 (0.42)	2.80 (0.63)	5.98*	.04
Motivate	6.77 (0.42)	6.37 (0.68)	5.10 (0.82)	6.27 (0.61)	6.43 (0.35)	4.80 (0.71)	1.08	.00
Satisfac- tion with Program	6.10 (0.86)	5.88 (1.06)	3.40 (0.93)	4.57 (1.07)	4.00 (1.93)	3.30 (0.81)	3.21*	.04
Learning	6.45 (0.80)	6.25 (1.03)	3.00 (1.13)	5.30 (0.92)	5.75 (0.83)	3.20 (0.79)	2.67	.64
Meaning- fulness	6.20 (1.15)	5.87 (1.09)	3.17 (1.13)	5.13 (0.67)	5.98 (0.60)	2.50 (0.55)	2.16	.01

Note. Standard deviations appear in parentheses under the means. In computing an intraclass correlation coefficient (ICC), if its associated variance component was zero, the ICC was assigned a value of zero; negative variance components were included in the denominator to compute ICCs. Abbreviations: W, Written; O, Oral; C, Control.

\* $p \leq .05$ .

That is, among those participants who received written feedback, those who received training reacted more positively than those who did not. Second, the training program resulted in no difference in the satisfaction of the participants who did not receive feedback. In contrast, the training program did result in greater satisfaction for those participants who received written feedback and for those who received oral feedback. These results provide some support for Hypothesis 1. That is, those participants who received training reacted more positively than those who did not. These results fail to support Hypothesis 6; participants who received written feedback and training did not react more positively than those who received oral feedback and training.

#### In-Basket Performance

In-basket performance was analyzed using a 2 (training) x 3 (feedback) x 5 (dimension) x 2 (in-basket) repeated measures analysis of variance. Training and feedback were between subjects factors, while dimensions and in-baskets were the repeated measures. Dimension scores were standardized within form, across order. The results of this analysis are presented in Table 3.

The results indicated a between subjects effect for feedback ( $p \leq .05$ ) that accounted for 45% of the variance in performance. Tukey's HSD analysis showed that the group that received written feedback ( $M = 53.63$ ) performed significantly better than the group that received no

Table 3

Analysis of Variance for In-Basket Performance

Source of Variance	df	MS	F-ratio	VC	ICC
<u>Between Ratees</u>					
Training (T)	1	43.17	0.14	-4.58	.00
Feedback (F)	2	3944.62	12.41*	120.90	.45
T x F	2	283.89	0.89	-1.13	.00
Ratees (R)/T x F	54	317.74 <sup>a</sup>			
<u>Within Ratees</u>					
In-Basket (I)	1	1845.87	16.60*	14.46	.05
I x T	1	156.19	1.40	0.38	.00
I x F	2	3746.29	33.70*	60.59	.22
I x T x F	2	557.08	5.01*	7.43	.03
I x R/T x F	54	111.17 <sup>a</sup>			
Dimensions (D)	4	.00	.00	-0.56	.00
D x T	4	53.41	1.27	0.15	.00
D x F	8	101.64	2.41*	1.59	.01
D x T x F	8	36.01	.86	-0.16	.00
D x R/T x F	216	42.09 <sup>a</sup>			
I x D	4	102.00	4.33*	0.52	.00
I x D x T	4	68.23	2.90*	0.30	.00
I x D x F	8	7.90	.34	-0.21	.00
I x D x T x F	8	61.76	2.62*	0.51	.00
I x D x R/T x F	216	23.55 <sup>a</sup>			

Table 3 (concluded)

Note. Standard deviations appear in parentheses under the means. In computing an intraclass correlation coefficient (ICC), if its associated variance component was zero, the ICC was assigned a value of zero; negative variance components were included in the denominator to compute ICCs.

\* $p \leq .05$ .

<sup>a</sup>Pooled to estimate a residual variance component equal to 69.15 for computing intraclass correlation coefficients.

feedback ( $M = 45.05$ ). The oral feedback group ( $M = 51.32$ ), however, did not differ significantly from either of these groups. These results offer partial support for Hypothesis 4. While both types of feedback were associated with better performance than no feedback, the difference was significant only for the written feedback group.

The effects of the most interest in this analysis are the within subjects effects, because they reflect improvements in performance. Inspection of Table 3 indicates several significant ( $p \leq .05$ ) effects.

First, the in-basket effect accounted for 5% of the variance. Inspection of the means revealed that participants performed better on the second in-basket ( $M = 52.95$ ) than they did on the first ( $M = 48.05$ ). Second, feedback interacted significantly and strongly with in-

basket performance, accounting for 22% of the variance.

The Tukey's HSD analysis of the interaction means showed there were no significant differences between the scores of the written, oral, and control groups on the first in-basket ( $M = 47.93, 48.34, \text{ and } 47.86$ , respectively). Both written and oral feedback groups improved in performance on the second in-basket ( $M = 60.64 \text{ and } 54.60$ , respectively). However, only the written feedback group showed a significant ( $p \leq .05$ ) increase in performance. Interestingly, the control group showed a significant ( $p \leq .05$ ) decrease in performance on the second in-basket ( $M = 40.61$ ). Further, the written feedback group had significantly greater performance on the second in-basket than did the control group. These results provide some support for Hypothesis 4, which stated that both feedback groups would show greater improvement than the control group.

Post hoc t-tests were conducted to analyze differences in the change in performance between the three feedback groups. These results showed a significant difference ( $t = 3.06, p \leq .05$ ) in the change in performance between the group that received written feedback and the group that received no feedback. Inspection of these mean differences showed that the gain in performance demonstrated by the written feedback group ( $M = 12.70$ ) was greater than the decline in performance shown by the no feedback control ( $M =$

-7.25). The difference in change in performance between the group that received oral feedback ( $M = 7.95$ ) and the no feedback control ( $M = -7.25$ ) was not significant ( $t = 0.23$ ,  $p > .05$ ).

The results presented in Table 3 also indicate a significant ( $p \leq .05$ ) interaction between in-baskets, training, and feedback. This interaction accounted for 3% of the variance and indicates that training and feedback had differential effects on in-basket performance.

The Tukey's HSD analysis of the interaction means showed several things (see Table 4). First, both groups that received training and feedback showed significant improvement on the second in-basket. Of the two groups that received feedback without the training, however, only the written feedback group showed significant improvement. Finally, both groups that did not receive feedback showed a decrease in performance, though the decrease was significant only for the training group.

The results presented in Table 3 also indicate a significant ( $p \leq .05$ ) interaction between feedback and dimensions. This interaction accounted for little variance (i.e., 1%), but it indicates that feedback had a differential impact on dimension performance.

The Tukey's HSD procedure was used to analyze this interaction. As shown in Table 5, the dimension means for

Table 4

Tukey's HSD Analysis of Mean Differences for the  
In-Basket x Training x Feedback Interaction

In-Basket	Group					
	W/TR	O/TR	N/TR	W/NT	O/NT	N/NT
1	46.06 <sup>a</sup>	48.55 <sup>a</sup>	47.76 <sup>a</sup>	50.16 <sup>a</sup>	48.62	48.29
2	61.11 <sup>b</sup>	55.66 <sup>b</sup>	39.22 <sup>b</sup>	57.18 <sup>b</sup>	52.43	44.92

Note. For a group, different superscripts between the means of the in-baskets indicates that in-basket performance differed significantly ( $p \leq .05$ ). Abbreviations: W, Written Feedback; O, Oral Feedback; N, No Feedback; TR, Training; NT, No Training.

the group that received written feedback differed significantly ( $p \leq .05$ ) from the control group for all five dimensions. In contrast, the group that received oral feedback differed significantly ( $p \leq .05$ ) from the control group only for two of the five dimensions. Although the dimension means for the written feedback group were all greater than their counterparts for the oral feedback group, none of these means differed significantly.

The results presented in Table 3 also indicate a significant interaction between in-baskets and dimensions.

Table 5

Tukey's HSD Analysis of Mean Differences for the  
Dimension x Feedback Interaction

Feedback Group	Dimension				
	OP	LD	PC	DC	DL
Written	53.14 <sup>a</sup>	52.64 <sup>a</sup>	55.02 <sup>a</sup>	53.22 <sup>a</sup>	54.60 <sup>a</sup>
Oral	52.82 <sup>a</sup>	51.98	49.71	48.90	52.16 <sup>a</sup>
Control	44.07 <sup>b</sup>	45.37 <sup>b</sup>	45.24 <sup>b</sup>	45.36 <sup>b</sup>	43.21 <sup>b</sup>

Note. For a dimension, different superscripts between the means of the feedback groups indicates that group performance differed significantly ( $p \leq .05$ ).

Abbreviations: OP, Organizing and Planning; LD, Leadership; PC, Perceptiveness; DC, Decisiveness; and DL, Delegation.

This interaction accounted for negligible variance (less than 1%), but indicates that there was a differential change in dimension scores across the two in-baskets.

The Tukey's HSD procedure was used to analyze this interaction. As shown in Table 6, four of the five dimension means increased significantly ( $p \leq .05$ ) from the first in-basket to the second.

The results presented in Table 3 also indicate a significant interaction between in-baskets, dimensions, and training. This interaction accounted for negligible



Table 6

Tukey's HSD Analysis of Mean Differences for the  
In-Basket x Dimension Interaction

In-Basket	Dimension				
	OP	LD	PC	DC	DL
1	48.52 <sup>a</sup>	47.52 <sup>a</sup>	48.03 <sup>a</sup>	49.70	47.46 <sup>a</sup>
2	51.48 <sup>b</sup>	52.48 <sup>b</sup>	51.97 <sup>b</sup>	50.30	52.54 <sup>b</sup>

Note: For a dimension, different superscripts between the in-basket means indicates that in-basket performance differed significantly ( $p \leq .05$ ). Abbreviations: OP, Organizing and Planning; LD, Leadership; PC, Perceptiveness; DC, Decisiveness; and DL, Delegation.

variance (less than 1%), but indicates that training accounted for significant differences in performance on the dimensions across the two in-baskets.

The Tukey's HSD procedure was used to analyze this interaction. As shown in Table 7, the training group improved on four of the five dimensions, while the control group improved only on one of the five. These results provide support for Hypothesis 3; those participants who received training showed greater improvement in performance than those who did not receive the training.

Table 7

Tukey's HSD Analysis of Mean Differences for the  
In-Basket x Dimension x Training Interaction

Group	Dimension				
	OP	LD	PC	DC	DL
<u>Training</u>					
In-Basket 1	47.62 <sup>a</sup>	46.44 <sup>a</sup>	47.66 <sup>a</sup>	48.30	46.31 <sup>a</sup>
In-Basket 2	53.16 <sup>b</sup>	52.03 <sup>b</sup>	53.39 <sup>b</sup>	50.37	51.03 <sup>b</sup>
<u>Control</u>					
In-Basket 1	49.42	48.60	48.40	50.22	47.60 <sup>a</sup>
In-Basket 2	49.80	52.93	50.55	50.23	54.06 <sup>b</sup>

Note. For the training or control group, different superscripts for a dimension indicates that performance on in-basket 1 and 2 differed significantly for that dimension ( $p \leq .05$ ). Abbreviations: OP, Organizing and Planning; LD, Leadership; PC, Perceptiveness; DC, Decisiveness; and DL, Delegation.

Finally, the results presented in Table 3 also indicate a significant four-way interaction between the repeated measures (i.e., in-baskets and dimensions) and training and feedback. This interaction accounted for negligible variance (less than 1%), but indicates that the training by feedback interaction did cause significant differences in

dimension scores across the two in-baskets. Because of the large number of means involved in this interaction (i.e., 60), it was investigated by analyzing scores for the three feedback groups separately. Means and significant differences ( $p \leq .05$ ) for the written, oral, and no feedback groups are presented in Tables 8 through 10, respectively.

For the written feedback groups, participants who received training showed improvement on all five dimensions, while those who were not trained improved on four of the five (see Table 8). For the oral feedback groups, participants who were trained showed improvement on four of the five dimensions, while those who were not trained improved only on two (see Table 9). For the no feedback groups, participants who were trained showed a decrease in performance on all dimensions. In contrast, those participants who were not trained showed a decrease in performance on one of the five dimensions (see Table 10). These results suggest partial support for Hypothesis 3. While training did result in better performance for those participants who received written and oral feedback as predicted, it actually resulted in poorer performance for those who received no feedback. These results also provide support for Hypothesis 5. Participants who received both written feedback and training showed greater improvement than those in any of the other groups.

Table 8

Tukey's HSD Analysis of Mean Differences for the  
In-Basket x Dimension x Training x Feedback Interaction for  
the Written Feedback Group

Group	Dimension				
	OP	LD	PC	DC	DL
<u>Training</u>					
In-Basket 1	47.22 <sup>a</sup>	44.40 <sup>a</sup>	46.55 <sup>a</sup>	46.21 <sup>a</sup>	46.08 <sup>a</sup>
In-Basket 2	58.09 <sup>b</sup>	60.72 <sup>b</sup>	63.65 <sup>b</sup>	61.36 <sup>b</sup>	61.74 <sup>b</sup>
<u>Control</u>					
In-Basket 1	49.51 <sup>a</sup>	48.17 <sup>a</sup>	51.43 <sup>a</sup>	53.31	48.36 <sup>a</sup>
In-Basket 2	57.77 <sup>b</sup>	57.29 <sup>b</sup>	58.58 <sup>b</sup>	53.55	58.73 <sup>b</sup>

Note. For the training or control group, different superscripts for a dimension indicates that performance on in-basket 1 and 2 differed significantly for that dimension ( $p \leq .05$ ). Abbreviations: OP, Organizing and Planning; LD, Leadership; PC, Perceptiveness; DC, Decisiveness; and DL, Delegation.

Repeated Measures Analyses of Reactions

A series of 2 (training) x 3 (feedback) x 2 (sessions) repeated measures ANOVAs was conducted to investigate changes in participants' reactions. The first measures were collected at the end of session 1 immediately following the

Table 9

Tukey's HSD Analysis of Mean Differences for the  
In-Basket x Dimension x Training x Feedback Interaction for  
the Oral Feedback Group

Group	Dimension				
	OP	LD	PC	DC	DL
<u>Training</u>					
In-Basket 1	48.80 <sup>a</sup>	47.28 <sup>a</sup>	48.96 <sup>a</sup>	48.57	49.14 <sup>a</sup>
In-Basket 2	60.12 <sup>b</sup>	57.78 <sup>b</sup>	55.32 <sup>b</sup>	51.03	54.04 <sup>b</sup>
<u>Control</u>					
In-Basket 1	51.54	48.73 <sup>a</sup>	45.50	48.06	49.29 <sup>a</sup>
In-Basket 2	50.81	54.14 <sup>b</sup>	49.07	50.15	57.97 <sup>b</sup>

Note. For the training or control group, different superscripts for a dimension indicates that performance on in-basket 1 and 2 differed significantly for that dimension ( $p \leq .05$ ). Abbreviations: OP, Organizing and Planning; LD, Leadership; PC, Perceptiveness; DC, Decisiveness; and DL, Delegation.

training and feedback components of the research, and the second measures, at the end of session three immediately following the second in-basket. The dependent measures were: 1) utility, 2) satisfaction with the program, 3) learning (the extent the participants perceived the program

Table 10

Tukey's HSD Analysis of Mean Differences for the  
In-Basket x Dimension x Training x Feedback Interaction for  
the No Feedback Group

Group	Dimension				
	OP	LD	PC	DC	DL
<u>Training</u>					
In-Basket 1	46.85 <sup>a</sup>	47.63 <sup>a</sup>	47.48 <sup>a</sup>	50.12 <sup>a</sup>	46.73 <sup>a</sup>
In-Basket 2	41.27 <sup>b</sup>	37.67 <sup>b</sup>	41.14 <sup>b</sup>	38.72 <sup>b</sup>	37.28 <sup>b</sup>
<u>Control</u>					
In-Basket 1	47.21	48.88	48.26	51.95 <sup>a</sup>	45.14
In-Basket 2	42.81	47.32	44.04	46.97 <sup>b</sup>	45.51

Note. For the training or control group, different superscripts for a dimension indicates that performance on in-basket 1 and 2 differed significantly for that dimension ( $p \leq .05$ ). Abbreviations: OP, Organizing and Planning; LD, Leadership; PC, Perceptiveness; DC, Decisiveness; and DL, Delegation.

as a learning experience), and 4) meaningfulness (the extent the participants perceived that they had gained something that would be useful on the job).

Tables 11 through 14 present the ANOVAs for the measures. Inspection of these tables shows that none of the

within subjects effects was significant. Furthermore, each of these effects accounted for less than 1% of the variance. This demonstrates that there were no significant changes in the participants' reactions between session 2 and the end of the program. In other words, reactions were stable and related to program content; the second in-basket presented participants with no reason to reevaluate their perceptions.

Inspection of Table 11 does reveal a training by feedback interaction between subjects on the utility measure which accounted for 19% of the variance. The Tukey's HSD analysis conducted to explore this interaction indicates several things. First, regardless of whether they had been trained or not, those participants who received no feedback found the program to be the least useful ( $M = 2.75$  and  $2.45$ , respectively). The difference between these two groups was not significant. Conversely, participants who did receive feedback found the program more useful. The means of these groups were: (1) written/trained ( $M = 6.60$ ); (2) written/not trained ( $M = 5.45$ ); (3) oral/trained ( $M = 5.80$ ); and (4) oral/not trained ( $M = 6.15$ ). Further, the differences between these four groups that did receive feedback were not significant. Although the group that received written feedback without the training had the lowest mean among the feedback groups, the difference between this group and the remaining groups was not significant. To better understand this interaction, a t-test was conducted to examine the

Table 11

Analysis of Variance for Session Reactions for Utility

Source of Variance	df	MS	F-ratio	VC	ICC
<u>Between Ratees</u>					
Training (T)	1	3.20	2.99	0.04	.04
Feedback (F)	1	0.05	0.05	-0.02	.00
T x F	1	11.25	10.52*	0.17	.19
Ratees (R)/T x F	36	1.07 <sup>a</sup>			
<u>Within Ratees</u>					
Utility (U)	1	0.20	0.61	-0.00	.00
U x T	1	0.00	0.00	0.00	.00
U x F	1	0.45	1.36	0.00	.00
U x T x F	1	0.45	1.36	0.00	.00
U x R/T x F	36	0.33 <sup>a</sup>			

Note. In computing an intraclass correlation coefficient (ICC), if its associated variance component was zero, the ICC was assigned a value of zero; negative variance components were included in the denominator to compute ICCs.

\* $p \leq .05$ .

<sup>a</sup>Pooled to estimate a residual variance component equal to 0.70 for computing intraclass correlation coefficients.



difference in the effectiveness of training for the two feedback groups. This test was significant ( $t = 3.06$ ,  $p \leq .05$ ). The difference in perceptions of utility between the training and control groups was greater among those participants who received written feedback ( $M = 1.15$ ) than among those who received oral feedback ( $M = -0.35$ ). These results failed to support Hypothesis 6. Participants who received written feedback and training did not react more positively than those who received oral feedback and training.

Inspection of Table 12 reveals that training had a significant between subjects effect on the satisfaction measure which accounted for 26% of the variance. Inspection of these means indicates that the group that received the training was more satisfied with the program ( $M = 4.97$ ) than the group that did not receive the training ( $M = 3.91$ ). This result provides support for Hypothesis 1; those participants who received the training perceived the program more positively than those who did not.

Similarly, inspection of Table 13 reveals that training had a significant between subjects effect on the learning measure which accounted for 13% of the variance. Inspection of these means indicates that the group that received the training found the program to be more of a learning experience ( $M = 5.07$ ) than the group that did not receive the training ( $M = 4.62$ ). Again, this result provides

Table 12

Analysis of Variance for Session Reactions for  
Satisfaction with the Program

Source of Variance	df	MS	F-ratio	VC	ICC
<u>Between Ratees</u>					
Training (T)	1	43.02	12.79*	.66	.26
Feedback (F)	1	6.81	2.02	.06	.02
T x F	1	2.22	.66	-0.02	.00
Ratees (R)/T x F	36	3.36 <sup>a</sup>			
<u>Within Ratees</u>					
Satisfaction (S)	1	0.05	0.18	-0.00	.00
S x T	1	1.09	3.89	0.01	.00
S x F	1	0.67	2.40	0.00	.00
S x T x F	1	0.56	1.98	0.00	.00
S x R/T x F	36	0.28 <sup>a</sup>			

Note. In computing an intraclass correlation coefficient (ICC), if its associated variance component was zero, the ICC was assigned a value of zero; negative variance components were included in the denominator to compute ICCs.

\* $p \leq .05$ .

<sup>a</sup>Pooled to estimate a residual variance component equal to 1.82 for computing intraclass correlation coefficients.

Table 13

Analysis of Variance for Session Reactions for Learning

Source of Variance	df	MS	F-ratio	VC	ICC
<u>Between Ratees</u>					
Training (T)	1	8.13	6.69*	0.12	.13
Feedback (F)	1	0.15	0.13	-0.02	.00
T x F	1	4.43	3.65	0.05	.06
Ratees (R)/T x F	36	1.21 <sup>a</sup>			
<u>Within Ratees</u>					
Learning (L)	1	0.43	1.48	0.00	.00
L x T	1	0.70	2.45	0.00	.00
L x F	1	0.03	0.10	0.00	.00
L x T x F	1	0.43	1.48	0.00	.00
L x R/T x F	36	0.29 <sup>a</sup>			

Note. In computing an intraclass correlation coefficient (ICC), if its associated variance component was zero, the ICC was assigned a value of zero; negative variance components were included in the denominator to compute ICCs.

\* $p \leq .05$ .

<sup>a</sup>Pooled to estimate a residual variance component equal to 0.75 for computing intraclass correlation coefficients.

support for Hypothesis 1; those participants who received the training perceived the program more positively than those who did not.

Finally, inspection of Table 14 reveals a between subjects training by feedback interaction on the meaningfulness measure which accounted for 10% of the variance. The Tukey's HSD performed to analyze this interaction indicates several things. First, the two groups that received no feedback (trained and not trained) found the program to be the least useful for improving their on-the-job performance ( $M = 2.45$  and  $2.90$ , respectively). The difference between these two groups was not significant. Similarly, the four groups that did receive feedback found the program the most useful. The means of these groups were: (1) written/trained ( $M = 6.10$ ); (2) oral/trained ( $M = 5.80$ ); (3) written/not trained ( $M = 5.02$ ); and (4) oral/not trained ( $M = 5.94$ ). Once again, the differences between the four feedback groups were not significant. To better understand this interaction, a t-test was conducted to examine the difference in the effectiveness of training for the two feedback groups. This test was significant ( $t = 2.12$ ,  $p \leq .05$ ). The difference in perceptions of meaningfulness between the training and control groups was greater among those participants who received written feedback ( $M = 1.08$ ) than among those who received oral feedback ( $M = 0.14$ ). These results failed to support

Table 14

Analysis of Variance for Session Reactions for  
Meaningfulness

Source of Variance	df	MS	F-ratio	VC	ICC
<u>Between Ratees</u>					
Training (T)	1	4.36	2.70	0.05	.05
Feedback (F)	1	2.01	1.24	0.01	.01
T x F	1	7.61	4.72*	0.10	.10
Ratees (R)/T x F	36	1.61 <sup>a</sup>			
<u>Within Ratees</u>					
Meaningfulness (M)	1	0.45	3.11	0.00	.00
M x T	1	0.01	0.04	-0.00	.00
M x F	1	0.09	0.61	-0.00	.00
M x T x F	1	0.02	0.15	-0.00	.00
M x R/T x F	36	0.14 <sup>a</sup>			

Note. In computing an intraclass correlation coefficient (ICC), if its associated variance component was zero, the ICC was assigned a value of zero; negative variance components were included in the denominator to compute ICCs.

\* $p \leq .05$ .

<sup>a</sup>Pooled to estimate a residual variance component equal to 0.88 for computing intraclass correlation coefficients.

Hypothesis 6. Participants who received written feedback and training did not react more positively than those who received oral feedback and training.

#### Analyses of Post-Experimental Reactions

A series of 2 (training) x 3 (feedback) ANOVAs were conducted to investigate differences in participants' reactions at the end of the program. The results of these analyses are presented in Table 15.

These results showed that training had significant effects on both the learning and satisfaction measures. Inspection of the means indicates that at the end of the research those participants who received the training perceived the program as being more of a learning experience than those who did not receive training. Participants who received the training were also more satisfied with the program than those who did not receive training. Although the effects accounted for only a small amount of the measures' variance, the results provide support for Hypothesis 1.

The results presented in Table 15 also show feedback had a significant and strong effect on each of the four measures. The feedback effect accounted for 46% to 72% of the measure variance.

Tukey's tests revealed that while the participants in the written and oral feedback groups did not differ significantly with respect to their perceptions of the

Table 15

Analysis of Variance for Post Experimental Reactions:  
Means, Standard Deviations, F-ratios, and ICCs

Training Main Effects					
Measure	Training	Control	F-ratio	ICC	
Utility	5.00 (1.96)	4.53 (2.15)	3.29	.01	
Satisfaction with Program	4.81 (1.68)	3.86 (1.85)	8.87*	.06	
Learning	4.91 (1.88)	4.49 (1.70)	3.96*	.01	
Meaningfulness	4.79 (1.90)	4.41 (1.67)	2.37	.01	
Feedback Main Effects					
Measure	Written	Oral	Control	F-ratio	ICC
Utility	5.90 (1.07)	6.00 (0.80)	2.40 (1.19)	84.69*	.72
Satisfaction	5.57 (1.16)	4.80 (1.82)	2.63 (0.84)	29.99*	.46
Learning	5.77 (0.97)	5.82 (0.83)	2.52 (0.86)	100.57*	.75
Meaning- fulness	5.45 (1.07)	5.83 (0.86)	2.51 (0.93)	72.76*	.69

Table 15 (concluded)

Training x Feedback Interaction Effects								
Variable	Training			Control			F-ratio	ICC
	Writ	Oral	Cont	Writ	Oral	Cont		
Utility	6.40 (0.69)	5.90 (1.10)	2.70 (1.49)	5.40 (1.17)	6.10 (0.32)	2.10 (0.74)	1.88	.01
Satisfaction	5.93 (0.97)	5.67 (0.83)	2.83 (0.95)	5.20 (1.27)	3.93 (2.15)	2.43 (0.72)	1.56	.01
Learning	6.30 (0.85)	5.73 (1.11)	2.70 (1.02)	5.23 (0.79)	5.90 (0.45)	2.33 (0.67)	2.69	.01
Meaningfulness	6.00 (1.23)	5.73 (1.02)	2.63 (1.14)	4.90 (0.93)	5.93 (0.56)	2.40 (0.64)	2.42	.01

Note. Standard deviations appear in parentheses under the means. In computing an intraclass correlation coefficient (ICC), if its associated variance component was zero, the ICC was assigned a value of zero; negative variance components were included in the denominator to compute ICCs. Abbreviations: Writ, Written Feedback; Cont, No Feedback.

\* $p \leq .05$ .

utility of the program they thought it was more useful than participants in the no feedback group.



Tukey's tests revealed significant differences in satisfaction with the in-basket program between all three groups. Those participants who had received written feedback were the most satisfied, those who had received oral feedback were the next most satisfied, and those who had received no feedback were the least satisfied.

Tukey's tests also revealed significant differences in perceptions of the extent to which the program provided a learning experience between the groups that received written and oral feedback and the group that did not receive feedback.

Further, Tukey's tests revealed significant differences in perceptions of the extent to which the program provided something that would be useful on the job between participants that received written and oral feedback and those that did not receive feedback.

Finally, none of the post-experimental reaction measures suggested a significant training by feedback interaction (see Table 15). Furthermore, this interaction did not account for more than 1% of the variance on any of the measures. These results failed to support Hypothesis 6. Participants who received written feedback and training did not react more positively than those who received oral feedback and training.

#### IV. DISCUSSION

The purpose of this research was to examine the effects of training and feedback format on participants' reactions to feedback and their subsequent in-basket performance. Strong support was found for Hypothesis 1; participants who were trained reacted more positively to the feedback than those who were not trained. No support was found for Hypothesis 2; participants who were trained were not more motivated to perform well. Partial support was found for Hypothesis 3; some participants who were trained showed greater improvement in performance than those who were not trained. Support was found for Hypothesis 4; feedback did result in an improvement in in-basket performance. Partial support was found for Hypothesis 5; participants who received training and written feedback showed greater improvement in performance than those in the other groups. No support for was found for Hypothesis 6; participants who were trained and received written feedback did not react more favorably than those who were trained and received oral feedback. These hypotheses and other results will be discussed more thoroughly in the sections that follow.

##### Hypothesis 1

The training did result in more positive reactions to the performance feedback. When compared to participants who were not trained, those who were trained (1) felt that the feedback was more useful in helping them understand how to

do well on the next in-basket, (2) were more satisfied with the feedback, (3) felt that they had more of an opportunity to participate in the feedback session, (4) felt that the feedback giver had been more supportive of them, (5) felt that the goal-setting done during the feedback session was more effective, (6) made fewer derogatory remarks about the in-basket program, and (7) felt that the feedback giver had been less critical of their performance.

The training manipulation was successful and the participants who were trained did have a more thorough and accurate understanding of the in-basket, its scoring system, and feedback than those who were not trained. As hypothesized, this knowledge appears to have led to more positive reactions in much the same way as involving feedback recipients in performance appraisal feedback sessions (Burke & Wilcox, 1969; Burke, Weitzel & Weir, 1978; DeGregorio & Fisher, 1988; Cederblom, 1982; Nemeroff & Wexley, 1979) or in the development of rating scales for feedback sessions (Silverman & Wexley, 1982).

The training did not result in a difference in the amount of anxiety experienced by participants during the feedback session. It was expected that those participants who were trained might be less anxious simply because they had a better idea of what to expect during the feedback session. One explanation, supported by anecdotal evidence, is that many of the participants began the program highly

motivated to perform well due to both the corporate culture and personal standards. It is possible that this high motivation increased participants' anxiety. In addition, the participants were told that the in-basket was a highly valid and frequently used predictor of managerial performance. This information might have served to further increase the desire to do well in the in-basket program.

### Hypothesis 2

Participants who were trained were not more highly motivated to perform well than those who were not trained. As discussed earlier, the participants began the program highly motivated and it appears probable that this overall high level of motivation eliminated any potential benefits of the training in this regard. This would seem to be supported by the high means for the trained and not trained groups (i.e.,  $M = 6.08$  and  $5.83$ , respectively on a 7-point scale).

### Hypothesis 3

Most of the evidence regarding Hypothesis 3 was supportive; training was associated with better performance. Both groups that received feedback and training did improve on the second in-basket. Of the two groups that received feedback without the training, however, only the written feedback group showed improvement. The groups that did not receive feedback (training and control) did not improve on the second in-basket. In addition, participants who were

trained improved on four of the five dimensions while those who were not trained improved on only one of the five dimensions. Finally, for the written feedback group, participants who were trained improved on all five dimensions while those who were not trained improved on four of the five. For the oral feedback group, participants who were trained improved on four of the five dimensions, while those who were not trained improved on only two. This evidence suggests that the more positive reactions that were generated by the training resulted in greater increases in performance.

The training was not uniformly associated with better performance. For the no feedback control group, participants who were trained actually did worse on all five dimensions, while those who were not trained did worse on only one. The training effects were detrimental to this group's performance.

The decreases in performance for the no feedback control groups can be explained in part by these participants' reactions. Prior to the second in-basket, these groups were less motivated to improve their performance and reacted less positively on the other measures than the groups that had received feedback. The training was successful in establishing the credibility and job relatedness of the entire in-basket procedure. It appears that trained participants were more highly motivated

and better prepared to use the feedback to develop strategies for improving their performance. In the absence of feedback, however, many of these strategies may have been inappropriate, resulting in poorer performance.

#### Hypothesis 4

Feedback did result in better in-basket performance. Participants in both the written and oral feedback groups had higher performance scores than those who did not receive feedback, though the difference was significant only for the written feedback group. Similarly, while both feedback groups improved on the second in-basket, the increase in performance was significant only for the written feedback group. Participants who did not receive feedback actually did worse on the second in-basket. In addition, while there were no significant differences between the dimension scores of the written and oral feedback groups, the oral feedback group did better than the no feedback control group on two of the five dimensions and the written feedback group did better on all five dimensions. Finally, for the written feedback group, those who were trained improved on all five dimensions and those who were not trained improved on four. For the oral feedback group, those who were trained improved on four dimensions and those who were not trained improved on two. For the no feedback control group, those who were trained showed poorer performance on all five dimensions while those who were not trained did worse on one.

It is clear that the feedback resulted in better performance, and further, that written feedback produced better results than oral feedback. Common approaches to limiting misinterpretation of feedback include increasing the specificity and detail of the feedback message (Ilgen & Moore, 1987; Ilgen, Fisher & Taylor, 1979). Given the volume of information presented during these feedback sessions, this finding suggests that written feedback is more capable than oral feedback of transmitting the detail and specificity necessary for feedback to have maximum effect on performance.

Finally, participants who did not receive feedback actually did worse on the second in-basket than they did on the first. Similarly, this group did not react as well as those who did receive feedback. It is likely that they simply did not try as hard on the second in-basket as they did on the first.

#### Hypothesis 5

Participants who received training and written feedback did show a somewhat greater improvement in performance than those in the other groups. The participants who received written feedback and training improved on all five dimensions, while those who received written feedback but no training improved on only four of the five dimensions. The participants who received oral feedback and training improved on four of the five dimensions, while those who

received oral feedback but no training improved on only two. Participants in the no feedback groups actually showed decreases in performance regardless of training.

The training resulted in better reactions among participants who received written feedback. The written feedback gave participants more opportunity to review the feedback and plan for the next in-basket than did the oral feedback. It is also possible that the written feedback itself motivated participants to review the feedback because of the richness of detail that was still available to them after the feedback session. This would explain the improvement in performance of the written feedback groups, which had the largest increases of all of the groups. Training generated better reactions and the group that received written feedback and training showed the greatest improvement in performance. Participants in the oral feedback group, on the other hand, did not have as great an opportunity to return to the feedback and review it at a later time as did groups that received written feedback. Still, the training may have made oral feedback recipients better able to focus on the most pertinent aspects of the feedback during the feedback session. In addition, it may have helped prepare them to use this information in a more effective manner when developing a strategy for the second in-basket after the feedback session.



### Hypothesis 6

Participants who received written feedback and training did not react more positively than those who received oral feedback and training. There were no differences in participants' perceptions of utility, their opportunity to interact, the supportiveness of the feedback giver or the meaningfulness of the program, nor in their motivation to do well, satisfaction with the feedback or program, or in their derogation of the program.

It was surprising that there were also no differences in reactions between participants who received written and oral feedback in the no training group. The feedback literature suggested that the greater opportunity for interaction that is available with oral feedback compared to written feedback might result in better reactions on the part of oral feedback recipients (DeGregorio & Fisher, 1988; Maier, 1976; Tziner & Latham, 1989). Other literature (Hobson, 1986; Ilgen & Moore, 1987) suggested that written feedback might have more potential to improve performance because it is better suited to transmit the detailed, specific information necessary for feedback to be effective. It was anticipated that the training, by giving the recipients a more effective frame-of-reference for receiving feedback and by bringing about higher levels of motivation to improve performance, would result in better reactions to

the written feedback because of its greater potential to affect performance.

As pointed out earlier, however, motivation was high across all of the groups that received feedback and was not affected by training (see Hypothesis 2). In addition, the difference in the direction of mean differences must be noted. For the group that was trained, the means of the written group were all higher than the means for the oral group. For the group that was not trained, four of the five means for the written group were lower than the means for the oral group.

Further, it is interesting to note that, the training did improve reactions to the written feedback. Compared to participants who were not trained, those who were trained found the program more useful, were more motivated to perform well, were more satisfied with the program, felt that it presented more of a learning experience, and felt that it had been more meaningful. Written feedback was shown to result in better performance and these findings underscore the importance of the training when using written feedback.

#### Other Results

Reactions. Participants who were trained were more satisfied with the program in general than those who were not trained. Satisfaction with the program was also affected by an interaction between training and feedback.

While the training did not result in a difference in satisfaction among those who received no feedback, it did result in greater satisfaction for those who received oral or written feedback. There are two reasons why this might have occurred. First, the training was intended specifically to improve reactions to feedback. Accordingly, it was not surprising to find no differences in the reactions of the participants who had not yet received feedback. Also, participants in the no feedback control groups were much less satisfied than members of the other groups. Despite repeated instructions not to do so, it was apparent that many of the participants talked with one another about the program. As such, many members of the no feedback control group knew that others had received feedback. These participants were visibly annoyed and this undoubtedly reduced their satisfaction with the program.

When compared to participants who were not trained, those who were trained felt that the program had been more of a learning experience and that it would be more useful in future job performance.

The training did not result in a difference in participants' perceptions of the overall usefulness of the in-basket program. It must be noted, however, that training interacted with feedback on this measure. Namely, the training did result in higher perceived utility for those participants who received written feedback.

As could be expected, the feedback itself also affected participants' reactions. Compared to those participants who did not receive feedback, those who did (1) felt that the program was more useful, (2) were more motivated to perform well, (3) were more satisfied with the program, (4) felt that the program was more of a learning experience, and (5) felt that the program had given them something that would be more useful on the job.

There were no differences in reactions between sessions 2 and 3, and none were expected. This suggests that, based on their experience by the end of session 2, participants had formed perceptions of their abilities and expectations for their future performance that did not change substantially due to their experience with the second in-basket.

Training and feedback also interacted to affect participants' perceptions of the meaningfulness of the program (i.e., whether they felt they had gained anything that would be useful on the job). As might be expected, participants who received no feedback found the program less useful than those who received either written or oral feedback. Training accounted for no significant differences within any of the three feedback groups. Among those participants who received written feedback, however, the mean response of those who were trained was over one point

higher than the mean for the group that was not trained, even though the difference was not significant.

As stated earlier, there were no significant within subjects effects on the reaction measures indicating that participants' reactions did not change from session 2 to session 3. Accordingly, the pattern of significant results found in the between subjects analysis of session 3 reactions was very similar to that found with the session 2 reactions. Participants who were trained were more satisfied with the program and felt that it had been more of a learning experience for them. Participants who received either written or oral feedback also reacted more positively on the four measures (i.e., utility, satisfaction, learning experience, and meaningfulness) than those who received no feedback.

The major difference between the session 2 and session 3 reactions was that in session 3 the training no longer resulted in a difference in participants' perceptions of the meaningfulness of the program. Those participants who were trained did not differ from those who were not trained with respect to feeling that they had received something that would be useful to them on the job.

It seems likely that this difference may have been an artifact of when the reaction measures were collected. The reaction measures for session 2 were collected immediately after all participants had completed one in-basket and most

(i.e., 4 of the 6 groups) had just received feedback. The reaction measures for session 3 were collected following the second in-basket and were not immediately preceded by feedback. The feedback that was presented was very behavior specific. It began with a description of the problem, outlined what the participant had done, then presented a very effective way to handle the problem. Because they completed the first meaningfulness measure immediately after receiving performance feedback, the program might have seemed more useful to them than it did at the second administration, when the measure did not immediately follow feedback.

Performance. In general, performance was better on the second in-basket than on the first. Scores on the second in-basket were greater on organizing and planning, leadership, perceptiveness, and delegation. Only the score on decisiveness did not change. The decisiveness score, however, was basically a frequency count of the number of actions of any kind that were taken on the in-basket. Apparently, feedback was not able to alter the quantity of work that was completed in the one-hour period, but it did have a significant impact on the quality (as measured by the remaining four dimensions).

#### Limitations

Interpretation of the results of this research are limited by the fact that the integrity of the feedback

manipulation was partially compromised. Despite repeated instructions not to discuss the program prior to its completion, it was apparent that some members of the no feedback control group knew that members of other groups had received feedback before the second in-basket. It appears that members of the no feedback group, faced with the knowledge that others had received feedback, felt slighted and did not try as hard on the second in-basket. Future attempts to replicate this research should take greater precautions to avoid this problem.

This research was conducted in health-care organizations. While the organizations did have well developed training and development programs for managers and supervisors, it is not clear how the developmental programs might differ from those provided by other types of organizations. Furthermore, it is likely that the pre-employment background of health-care managers differs from that of managers in other types of organizations. Further, it is more likely for employees in health care to move up through the ranks into management without the specialized educational preparation that might be expected in other types of organizations (e.g., a head nurse has an associates degree in nursing but no special education in management). Future research should attempt to replicate the present research in other types of organizations.

One additional limitation of this research exists with regard to the evaluation of the effects of training (Kirkpatrick, 1977). While the use of the in-basket as a simulation elicits appropriate managerial behaviors, there is no guarantee of transfer of training to the job. Future research should address this issue.

### Implications

There are both theoretical and practical implications of this research. Theoretical implications exist regarding interpretation of the findings of studies that seek to investigate the effects of "involving" feedback recipients in the development of rating scales. While this practice may be beneficial for gaining acceptance of the feedback delivered based on the developed rating scales, the present research indicates that the benefits also can occur due to recipients having a better understanding and appreciation of the measures.

The concept of using training to improve reactions to feedback also has several practical implications. It is not always possible to involve feedback recipients in the development of the appraisal/feedback system. For this reason, these findings are applicable to both in-basket training packages and the broader performance appraisal feedback setting.

First, involving participants in the development of in-baskets or their rating scales would seriously contaminate



the measures and destroy their usefulness as indicators of the participants' abilities. In this case, the use of training to improve the participants' understanding of the in-baskets, the scoring keys, and the feedback system would be an efficient way to minimize bad reactions to the feedback. This would be particularly useful when the program included written feedback.

The in-basket performance/feedback/in-basket performance process bears a strong resemblance to the typical work performance/performance appraisal/work performance process, particularly given the fidelity of the in-basket as a simulation of managerial behavior. While it is relatively easy to involve a small number of employees in the development of a rating system, it is unrealistic to try to involve every employee who will ever experience a system. Future research should investigate the benefits of using training in the broader performance appraisal setting, where it is not feasible to involve all feedback recipients in the development of the system.

Like in the work performance appraisal setting, this research showed that the delivery of very specific, behavioral feedback does have a significant and strong impact on in-basket performance. In addition, it was demonstrated that written feedback had a stronger effect on performance than oral feedback. Furthermore, the time span between the feedback and the second in-basket was never more

than three days in this research. The advantages of the written feedback should be even greater as this time span increases, making written feedback an invaluable aid to the transfer of in-basket training to the job. Finally, it was demonstrated that the training not only improved participants' reactions to the feedback, but was also associated with better performance. Future attempts at using the in-basket in a pre-test/post-test design should incorporate training to better prepare the participants to receive and act on the feedback.

### Conclusions

The training component of the in-basket management development program was successful in improving participants' reactions. The training did not have the hypothesized effect of improving participants' motivation, but this was quite possibly due to the overall high levels of motivation that they brought to the program. Some of the benefits of the training also translated to better performance. Naturally, feedback did improve performance and the greatest improvements came from the written feedback. The combination of written feedback and training was shown to result in the best performance, and it was suggested that the training was particularly useful for improving reactions to written feedback.

## REFERENCES

- Ashford, S. J., & Cummings, L. L. (1983). Feedback as an individual resource: Personal strategies of creating information. Organizational Behavior and Human Performance, 32, 370-398.
- Banks, C. G., & Roberson, L. (1985). Performance appraisers as test developers. Academy of Management Review, 10, 128-142.
- Bannister, B. D. (1986). Performance outcome feedback and attributional feedback: Interactive effects on recipient responses. Journal of Applied Psychology, 71, 203-210.
- Brannick, M. T., Michaels, C. E., & Baker, D. P. (1989). Construct validity of in-basket scores. Journal of Applied Psychology, 74, 957-963.
- Bray, D. W. (1964). The assessment center method of appraising managerial potential. In J. W. Blood (Ed.), The personnel job in a changing world. New York: American Management Association.
- Bray, D. W., & Grant, D. L. (1966). The assessment center in the measurement of potential for business management. Psychological Monographs: General and Applied, 80.
- Burke, R. J., & Wilcox, D. S. (1969). Characteristics of effective employee performance review and developmental interviews. Personnel Psychology, 22, 291-305.

- Burke, R. J., Weitzel, W., & Weir, T. (1978).  
Characteristics of effective performance review and  
developmental interviews: Replication and extension.  
Personnel Psychology, 31, 903-919.
- Cederblom, D. (1982). The performance appraisal instrument:  
A review, implications, and suggestions. Academy of  
Management Review, 7, 219-227.
- Cotton, J. L., Vollrath, D. A., Froggatt, K. L., & Lengnick-  
Hall, M. L. (1988). Employee participation: Diverse  
forms and different outcomes. Academy of Management  
Review, 13, 8-22.
- DeGregorio, M., & Fisher, C. D. (1988). Providing  
performance feedback: Reactions to alternate  
methods. Journal of Management, 14, 605-616.
- England, G. S., & Keaveny, T. J. (undated). The  
relationship of managerial values and administrative  
behavior (Reprint 67). Minneapolis, MN: University of  
Minnesota Industrial Relations Center.
- Engle, H. M. (1973). Handbook of creative learning.  
Houston: Gulf Publishing.
- Evans, E. M., & McShane, S. L. (1988). Employees'  
perceptions of performance appraisal fairness. Canadian  
Journal of Behavioral Science, 20, 177-191.

- Fedorko, M. G. (1986). A multi-trait multi-method investigation of two checklist formats for rating the in-basket. Unpublished master's thesis, Old Dominion University, Norfolk, VA.
- Frederiksen, N., Jensen, O., & Beaton, A. E. (1972). Prediction of organizational behavior. New York: Pergammon Press.
- Friedman, R. D., Stumpf, S. A., & Platten, P. (1980). Assessment centers for career planning and change. Journal of Assessment Center Technology, 3, 5-10.
- Gaugler, B. B., Rosenthal, D. B., Thornton, G. C., III, & Bentson, C. (1987). Meta-analysis of assessment center validity. Journal of Applied Psychology, 72, 493-511.
- Gill, R. W. T. (1979). The in-tray (in-basket) as a measure of managerial potential. Journal of Occupational Psychology, 52, 3-19.
- Ginsberg, L., & Silverman, A. (1972). The leaders of tomorrow: Their identification and development. Personnel Journal, 51, 662-666.
- Greller, M. M. (1978). The nature of subordinate participation in the appraisal interview. Academy of Management Review, 22, 646-658.
- Hall, J. L., Posner, B. Z., & Harder, J. W. (1989). Performance appraisal systems: Matching practice with theory. Group and Organizational Studies, 14, 51-69.

- Hobson, C. J. (1986). Factors affecting the frequency, timing, and sign of informal supervisory feedback to subordinates in a simulated work setting. Multivariate Behavioral Research, 21, 187-200.
- Huck, J. R. (1974). Determinants of assessment center ratings for white and black females and the relationships of these dimensions to subsequent performance effectiveness. Unpublished doctoral dissertation, Wayne State University, Detroit.
- Huett, D. L. (1975, January). The structure of final ratings rendered at Wisconsin's executive assessment center. Madison, WI: State Bureau of Personnel.
- Ilgen, D. R., Fisher, C. D., & Taylor, M. S. (1979). Consequences of individual feedback on behavior in organizations. Journal of Applied Psychology, 64, 349-371.
- Ilgen, D. R., & Moore, C. F. (1987). Types and choices of performance feedback. Journal of Applied Psychology, 72, 401-406.
- Inderriedan, E. J., Keaveny, T. J., & Allen, R. E. (1988). Predictors of employee satisfaction with the performance appraisal system. Journal of Business and Psychology, 2, 306-310.

- Ivancevich, J. M. (1982). Subordinates' reactions to performance appraisal interviews: A test of feedback and goal setting techniques. Journal of Applied Psychology, 67, 581-587.
- Jaffee, C. (1968). Problems in supervision: An in-basket training exercise. Reading, MA: Addison-Wexley.
- Jaffee, C. L., & Michaels, C. E. (1978). Is in-basket performance subject to coaching effects? Journal of Assessment Center Technology, 1, 13-17.
- Kesselman, G. A., Lopez, F. M., & Lopez, F. E. (1982). The development and validation of a self-report scored in-basket test in an assessment-center setting. Public Personnel Management, 11, 228-238.
- Kirkpatrick, D. L. (1977). Evaluating training programs: Evidence versus proof. Training and Development Journal, 31, 9-12.
- Kogen, M. (1983). The in-basket: Communications through classroom dynamics. ABCA Bulletin, 46, 15-18.
- Landy, F. J., & Trumbo, D. A. (1980). The psychology of work behavior. Homewood, IL: Dorsey Press.
- Locke, E. A., & Latham, G. P. (1984). Goal setting: A motivational technique that works. Englewood Cliffs, NJ: Prentice-Hall.

- Longnecker, C. O., Liverpool, P. R., & Wilson, K. Y. (1989). An assessment of manager/subordinate perceptions of performance appraisal effectiveness. Journal of Business and Psychology, 2, 306-310.
- Lopez, F. M. (1966). Evaluating executive decision making: The in-basket technique (Research Study 75). New York: American Management Association.
- Maier, N. R. F. (1976). The appraisal interview: Three basic approaches. La Jolla, CA: University Associates.
- Meyer, H. H. (1979). The use of an in-basket test as a means of measuring the acquisition of skills in a management development program. Unpublished report of a study carried out on a research grant from the State of Florida.
- McCall, M. W., Jr., & DeVries, D. L. (1976). Appraisal in context: Clashing with organizational realities. In D. L. DeVries (Chair), Performance appraisal and feedback: Flies in the ointment. Symposium conducted at the 84th annual convention of the American Psychological Association, Washington, DC.
- Mintzberg, H. (1989). Mintzberg on management: Inside our strange world of organizations. New York: The Free Press.



- Neidig, R. D., Martin, J. C., & Yates, R. E. (1977). The FBI's management assessment center: Research Report No. 1 (TM 78-3). Washington, DC: Applied Psychological Section, Research and Development Center, U. S. Civil Service Commission.
- Nemeroff, W. F., & Wexley, K. N. (1979). An exploratory study of the relationship between performance feedback interview characteristics and interview outcomes as perceived by managers and subordinates. Journal of Occupational Psychology, 52, 25-34.
- Payne, R., & Hauty, G. (1955). Effect of psychological feedback upon work decrement. Journal Experimental Psychology, 50, 343-351.
- Pearce, J. L., & Porter, L. W. (1986). Employee responses to formal performance appraisal feedback. Journal of Applied Psychology, 71, 211-218.
- Pollock, M., & Colwil, N. L. (1987). Participatory decision making in review. Leadership and Organizational Development Review, 8, 7-10.
- Russell, J. S., & Goode, D. L. (1988). An evaluation of managers' reactions to their own performance appraisal feedback. Journal of Applied Psychology, 73, 63-67.
- Schippmann, J. S., & Prien, E. P. (1990). Reliability and validity of in-basket performance measures. Unpublished manuscript.

- Shapira, Z., & Dunbar, R. L. M. (1980). Testing Mintzberg's managerial roles classification using an in-basket simulation. Journal of Applied Psychology, 65, 87-95.
- Shuster, D. H. (1990). Teaming for quality improvement: A process for innovation and concensus. Englewood Cliffs, NJ: Prentice-Hall.
- Silverman, S. B., & Wexley, K. N. (1984). Reactions of employees to performance appraisal interviews as a function of their participation in rating scale development. Personnel Psychology, 37, 703-710.
- Snyder, R. A., Williams, R. R., & Cashman, J. F. (1984). Age, tenure, and work perceptions as predictors of reactions to feedback. The Journal of Psychology, 116, 11-21.
- Stone, D. L., Gueutal, H. G., & McIntosh, B. (1984). The effects of feedback sequence and expertise of the rater on perceived feedback accuracy. Personnel Psychology, 37, 487-506.
- Taylor, M. S., Fisher, C. D., & Ilgen, D. R. (1984). Individuals' reactions to performance feedback in organizations: A control theory perspective. In K. M. Rowland & G. R. Ferris (Eds.), Research in personnel and human resources management (Vol. 2). Greenwich, CN: JAI Press.

- Thornton, G. C. III, & Byham, W. C. (1982). Assessment centers and managerial performance. New York: Academic Press.
- Tziner, A., & Latham, G. (1989). Effects of appraisal instrument, feedback and goal-setting on worker satisfaction and commitment. Journal of Organizational Behavior, 10, 145-153.
- Ward, L. B. (1959). The business in-basket test: A method of assessing certain administrative skills (Research Bulletin RB-59-8). Princeton, NJ: Educational Testing Service.
- Watson, C. E. (1979). Management development through training. Reading, MA: Addison-Wesley.
- Winer, B. J. (1971). Statistical Principles in Experimental Design. New York: McGraw Hill.
- Wernimont, P. F., & Campbell, J. P. (1968). Signs, samples, and criteria. Journal of Applied Psychology, 52, 372-376.

## APPENDIX A:

In-Basket 1

## Instructions to Participants - In-Basket 1

In this exercise, you will assume the role of James (Jane, if you are female) Todd. You work for the state of Indiana. You have worked in the Health and Welfare Department as the Service Manager of the Columbus office for several years. However, you are among a select few in the management ranks of the state who are in a "fast track" management development program. This is a long range program designed to groom persons like yourself for future top level administrative assignments in the state system. In this program, you are given the opportunity about every two or three years to assume a new managerial assignment in a different department. These "rotational" assignments are intended to serve two purposes: (1) to familiarize you with the functions of the different departments in the state, and (2) to develop your managerial or administrative skills.

You have just been given the opportunity to assume a new position (with a very nice increase in salary) in the state's Ft. Wayne satellite Office. About ten years ago, the state decided to establish satellite offices in the larger cities of the state to provide for better services to the public at the local level. The Ft. Wayne office has about 2,000 employees representing all departments except two, Public Safety and Education.

You have been assigned the job of PERSONNEL MANAGER of the Ft. Wayne office. While you have had little or no experience in the Personnel function as such, you were told that at the Personnel Manager level this was not necessary. The supervisors of the specialized functions in Personnel must have the functional knowledge and expertise to supervise their functional experts. The Personnel Manager job in the satellite offices is strictly a managerial or administrative position, and it is felt by higher-ups in the Department of Administration (in which the Personnel division is located) that any good manager or administrator can function effectively in positions of this kind. (Incidentally, you also know from your own experience that the functional experts in organizations of this kind sometimes question the validity of this assumption. They may understandably resent the fact that the "hot shot" management trainees, like yourself, get these choice jobs to which they often aspire.)

You report directly to the Director of the Ft. Wayne satellite office. However, you also have a "dotted-line" reporting relationship to the statewide Director of Personnel in the Central Staff Offices in Indianapolis. This Central Office Personnel Division has functional sections which parallel the functions in your organization - that is, Training, Employment, Classification, and Employee Relations. At the state level, these groups have

staff responsibilities for setting policy, developing procedures, introducing new programs, etc., in their respective functions. (An organizational chart is presented with a letter from your new boss following these instructions.)

When you were offered this job, you were told that your predecessor, Charles Williams, was generally considered to be ineffective. As a matter of fact, an attempt had been made about a year ago to terminate him. However, this action was dropped when Williams threatened to sue. The state backed off because of the fact that there had been no adequate documentation to support the allegation of poor performance. In fact, Williams could show that on each of the annual appraisals he had received, his performance had been rated as "very satisfactory." The case was also complicated by the fact that Charles Williams was a very likeable, outgoing person, who was very active in the community. He served in positions of leadership and service in more local organizations than anyone could count. On the other hand, he almost completely neglected his formal job responsibilities and provided little or no leadership for his own staff.

On Friday, October 25, Mr. Williams turned in his resignation effective that day. He announced that he was scheduled to start in a new position on the following Monday as the Personnel Director for a new plant which a large,

outside company was establishing in St. Louis. He had evidently made this contact with the outside company through his work on a local business development committee. It seemed obvious that he must have known about his new job for some time, but gave no notice of his quitting because of vindictive feelings toward people up the line in the state organization who had tried to fire him previously. Actually, his boss, George Ogden, was not particularly concerned about the lack of advance notice since he considered William's action to be a very happy solution to a sticky problem.

Because of William's past failings, the Director of the Ft. Wayne office, George Ogden, felt that it was urgent that a replacement be selected to get things organized as soon as possible. Therefore, you were recruited, interviewed, and selected very quickly in the week following Williams' resignation. You won't be able to assume the responsibilities of this job on a full-time basis until Monday, November 11. You needed two weeks, as an absolute minimum, to wrap up business in your old job and to orient your replacement.

Today is Sunday, November 3. It is exactly 3:00 pm and you have just arrived at your new office in Ft. Wayne. You spent yesterday and this morning with a real estate agent looking for a new home. You had hoped to have at least three or four hours today to spend in your new office to



take care of the mail that had accumulated over the past week and to try to get a feel for what this new job was going to be like before you met the staff and started to work on November 11. However, you got tied up in negotiations regarding a house and now have only one hour to spend in the office. Mr. Ogden, your new boss, is going to pick you up at 4:00 pm to take you to the airport.

Mr. Ogden knew that you had planned to spend some time in the office today, and therefore he left a letter with some background information about the Ft. Wayne Satellite Office and your new staff. This should be read first. In addition, the woman who will be your secretary, Suzanne Mackey, clipped together all of the mail which had accumulated in the Personnel Manager's in-basket, to which she has attached a note.

During the one hour that you have to work in the office this afternoon, you want to take as much action as you can with the materials that have accumulated in the in-basket. Deal with these as though you were actually on the job. Each in-basket item is numbered in the upper right-hand corner of the page. If you would throw out the item without taking any action, place an "X" in the upper right corner by the item number. If you will not take any action on the item at the present time, but you plan to do something with it at a later date, place a "D", for "defer" by the item number.

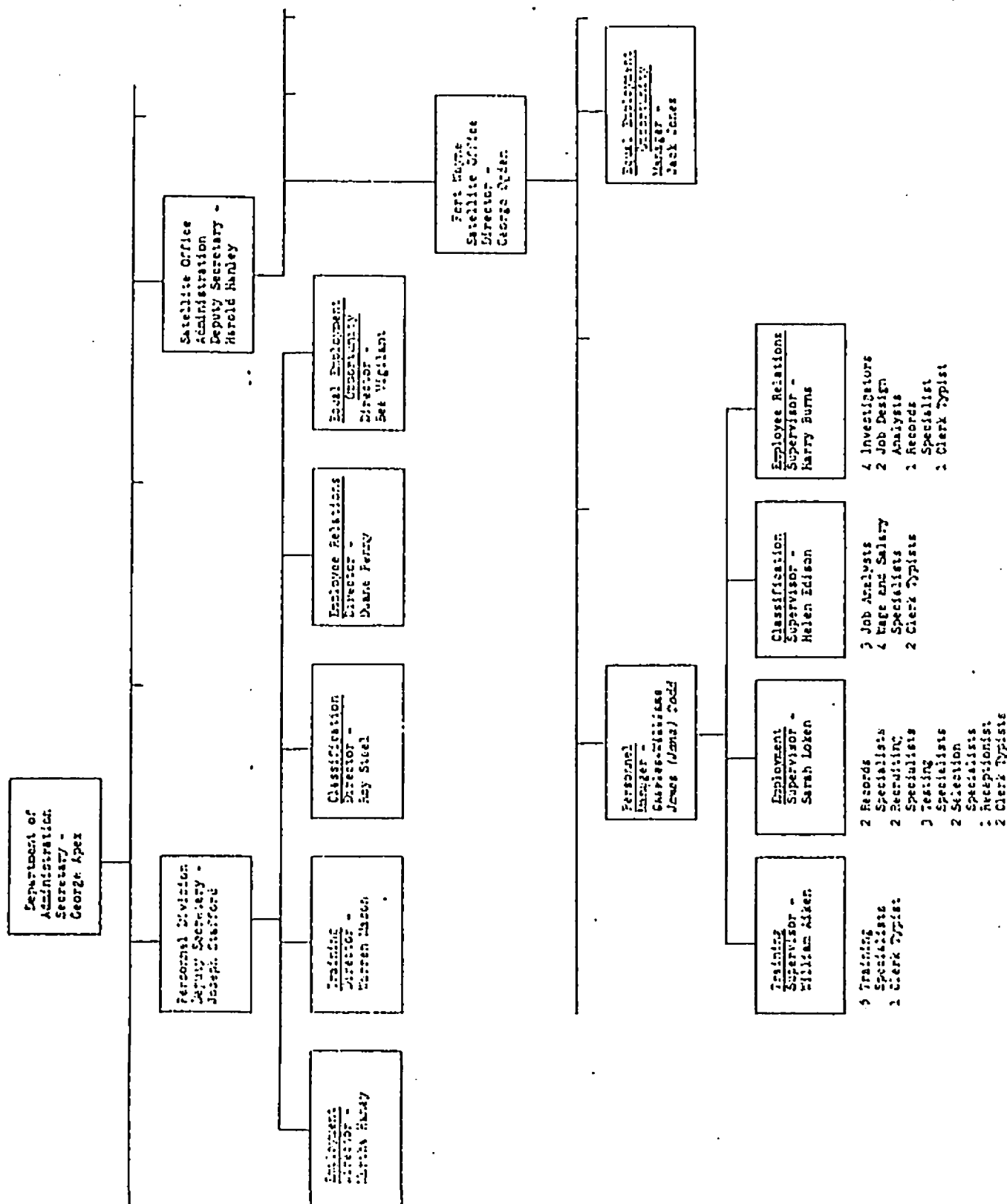
For those in-basket items that you plan to deal with now, you must write down EVERYTHING that you decide to do or plan to do. For example, if you plan to delegate an item to a member of your staff, you can merely write that person's name on the item, as you normally might do if referring the item for action. You can also add instructions, or any other comments to items delegated if you so choose. The important thing to remember is that the people scoring the in-basket can only score what you have written down, not what you THOUGHT you might do in the future. Don't TELL us what you WOULD do, DO IT.

You should also write memos to yourself about things that you want to do, sketch out letters or memos you plan to write in response to incoming mail, etc. You can do this right on the in-basket items, or you can use the extra paper included in the envelope with your in-basket materials. (There are also paperclips in the envelope.) Whenever you use the extra paper for this purpose, such as to draft a letter or to outline plans or an agenda for a meeting you will call, or for similar purposes, be sure to clip that piece of paper to the item to which it refers. If you decide that you will respond to a particular item by telephoning the person, you must sketch out what you plan to say and/or what you hope to accomplish in this phone conversation.

Everything that you decide to do must be in writing. You should always take as much action as you can with the information you have available to you, but you must also avoid making any assumptions that are not reasonably supported by either the background information Mr. Ogden left for you or by the items in the in-basket itself. Do not assume any special circumstances beyond those indicated or directly stated.

REMEMBER: Behave as though you were really James (Jane) Todd, and were really on this job. Don't tell us what you WOULD do, DO IT. You have just one hour to work on the materials which have accumulated in your in-basket. You want to do as much as you can with the in-basket materials during this period.

FOR WOMEN ONLY: With all due apologies to the "Janes" performing this exercise, the remaining materials will use only the name "James Todd", for simplicity. Please read "Jane" for "James" in each case. You can use the name "Jane" for signing letters, etc.



# NOVEMBER

October							December						
S	M	T	W	T	F	S	T	W	T	F	S	Friday	Saturday
6	7	8	9	10	11	12	3	4	5	6	7	1	2
13	14	15	16	17	18	19	10	11	12	13	14		
20	21	22	23	24	25	26	17	18	19	20	21		
27	28	29	30	31			24	25	26	27	28		

Sunday		Monday		Tuesday		Wednesday		Thursday	
3	4	5	6	7	8	9	10	11	12
10	11	12	13	14	15	16	17	18	19
17	18	19	20	21	22	23	24	25	26
24	25	26	27	28	29	30			

## MEMORANDUM

Strictly Confidential

TO: James Todd

FROM: George Ogden

DATE: Nov. 1

Dear Jim,

I am very sorry that I will not be able to spend much time with you this weekend, but, as I mentioned previously, I had promised for some time to take my younger boy's scout troop on an overnight this weekend. We start at 8:00 am tomorrow and are scheduled to return Sunday afternoon. However, I will definitely be back in time to pick you up at the office at 4:00 Sunday to take you to the airport. This will give you a chance to ask me at least a few questions that you might have about the new job.

I am attaching an organizational chart which I had drawn up specially for your purpose. Since you are new in this function, I have also included on this chart the state Personnel Division organization, with the names of the key people. As you might expect, you will be having a lot of dealings with them, although these will usually be with people in that organization who are down the line from the directors.

Since you plan to spend much of Sunday in handling your mail and getting acquainted with the job, it might be helpful if I gave you a little background on each of the Supervisors who reports to you.

Bill Aiken, the Training Supervisor, is a true professional who really knows his stuff. He is probably better qualified in this field than most of the people on staff in Indianapolis. We were lucky to have recruited him from a small college nearby where, fortunately for us, he was woefully underpaid. Confidentially, he hoped that he would get your job. However, his strength is definitely in his technical expertise. He is not much of a manager, even though he teaches management trainee classes -- and he is damn good at it. He just doesn't apply the skills that he teaches others to use. I doubt if Charlie ever discussed this, or his career plans and aspirations with him.

Sarah Loken, your Employment Director (incidentally, she goes by "Sally"), runs a tight ship, goes by the book, and is overly detail minded. She has been in this office since it opened ten years ago and has performed all of the

functions in her unit. She still seems to be trying to do so, even though she now has the largest group to supervise of any of the units. I think she would turn down Jesus Christ himself if he failed to dot an "i" on his application blank.

Helen Edison, your Classification Supervisor, is rather young for this job, but very capable. The people in her group have a great deal of respect for her despite her youth. She handles relationships with other managers in the office especially well. As you know, a person dealing with classification and pay matters takes a lot of guff from managers who think that their jobs are unique and deserve higher levels than they should be assigned.

Harry Burns, your Employee Relations Supervisor, is outstanding in some respects, but seriously deficient in others. His outstanding achievement is the fact that this is the only satellite office in the state which has not been unionized. I think this can be attributed in large part to the fact that Harry operates, unofficially, as a personal ombudsman for employees here at any level. He seems to spend almost all of his time dealing with personal problems and complaints of employees. In fact, his investigators refer all of the tough cases to him. This means that he spends very little of his time as a manager. He is not well organized and seems to be completely inattentive to details, whether or not they are important.

The EEO function belongs in Personnel, and it used to be there. However, I had to pull it out and have it report directly to me, since nothing was getting done. Jack Jones, the supervisor, would set affirmative action goals, but nobody paid much attention to them because Charlie Williams would not back him up. Needless to say, we got into serious trouble with the feds and had to take drastic action.

I am really pleased with your plan to spend a good deal of time in the office on Sunday. Needless to say, with Charlie's sudden departure along with the job being unattended this week, has undoubtedly left a great deal of unfinished business. This will give you a chance to get up to date on where things stand with the job. As your boss in Columbus may have told you, I have scheduled a staff meeting for Wednesday afternoon, and he said that he could release you to attend this meeting. We usually schedule these for Wednesday mornings, but I moved it to the afternoon so that you could fly up in the morning and back in the evening.

The major item on the agenda for this week's staff meeting will be a preliminary discussion of strategic plans for our office for the next five years. I have asked the managers who report to me to formulate long range plans for improving

the effectiveness of their respective sections. Our goal is to provide better service as efficiently as we can. Your section is a little different from the others since the service you provide is largely internal, whereas the others provide service to the public.

Needless to say, you will not have the background necessary to formulate plans until you become acquainted with your staff and the functions they perform. However, it would be very helpful to me if, before the meeting, you could outline the steps you would plan to take to acquire the background you will need to formulate long-range plans for the personnel section. Then, if you will add a time table to those steps, I'll have a rough idea of when I could expect to have a finalized strategic five-year plan for the Personnel section.

I'll look forward to seeing you when I pick you up at 4:00 on Sunday.



## MEMORANDUM

Nov. 1

TO: James Todd

FROM: Suzanne Mackey

Since you said in our phone conversation Thursday that you were going to spend some time in the office on Sunday, I have clipped together the mail that has come in this week, along with some items which Mr. Williams left. (I am sure he hasn't answered these because he often let some letters or memos accumulate for weeks, and then would answer them all at one time.)

I threw away the junk mail, such as ads, etc., since I knew you would have plenty to do without having to deal with nonsense. I also saved only the notes from phone calls that I thought you might want to deal with. It always seemed like Mr. Williams got about a hundred phone calls every day, but the majority of those were from outsiders involved in his community activities. I noted calls of this type and sent them on to Mr. Williams. However, I did save any calls that I thought you might want to see.

I'll look forward to seeing you on Monday morning, November 11. Good luck in the new job.

DATE: Nov. 1HOUR: 9:40TO: Mr. Todd

## WHILE YOU WERE OUT

M Jack JonesOF E. O.PHONE 2680

	Telephoned		Returned Call		Left Package
X	Please Call		Was In		See Me
	Will Call Again		Will Return		Important

MESSAGE Would like to get togetherfor lunch on Monday, Nov. 11He said he'd save the date.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signed Suzanne

DATE: Nov. 1HOUR: 3:10TO: Mr. Todd

## WHILE YOU WERE OUT

M S. VigilantOF E. O. (Indianapolis)PHONE 317 212-4432

X	Telephoned		Returned Call		Left Package
	Please Call		Was In		See Me
	Will Call Again		Will Return		Important

MESSAGE Said it wasn't important,but she sounded very upset.Seemed irritated that you weren't in.Signed Suzanne

## MEMORANDUM

Nov. 1

TO: James Todd

FROM: Suzanne Mackey

A Dan Nugent from the Ft. Wayne News-Sentinel called. He heard that you had been appointed to replace Charlie Williams. He wanted to come right out to interview you, but I told him that you would not be reporting on the job until November 11. Then he started asking me a lot of questions. He wanted to know if this personnel change meant that the state was changing its policy or philosophy as an employer here in Ft. Wayne. He asked me all kinds of questions like, "Will this office be expanded?" "Will the state encourage employees to affiliate with the union, as they are in other satellite offices?" "Was there any possibility of any malfeasance being connected with Williams' removal?"

I told him I couldn't answer any of his questions, so he wanted to set up an appointment with you on the first day that you reported here. I told him you would be much too busy, but he was almost obnoxiously persistent. Therefore, the best I could do was stall him off for a day, so we set up an appointment for you to interview you on Tuesday, November 12 at 10:30 am. I hope that this will fit into your schedule and that he won't cause you any trouble.

## MEMORANDUM

TO: James Todd  
FROM: Helen Edison  
DATE: October 30

Welcome and congratulations. I am looking forward to meeting you. Please excuse me if this seems impertinent, but I would like to plug for our having staff meetings from time to time. Evidently, Charlie Williams didn't believe in staff meetings, since he usually followed the practice of just meeting with Unit Supervisors like myself, individually. It would be a welcome change to develop a little teamwork rather than the backbiting that goes on around here.

Good luck in the new job.

DATE: Oct. 28HOUR: 1:45TO: Mr. Todd

## WHILE YOU WERE OUT

Mr. Stafford's secretaryOF Personnel (Indianapolis)PHONE 317 212-4400

<input type="checkbox"/>	Telephoned	<input type="checkbox"/>	Returned Call	<input type="checkbox"/>	Left Package
<input type="checkbox"/>	Please Call	<input type="checkbox"/>	Was In	<input type="checkbox"/>	See Me
<input type="checkbox"/>	Will Call Again	<input type="checkbox"/>	Will Return	X	Important

MESSAGE Said to remind you that thePersonnel Managers' Meeting has been scheduledfor Wednesday, Nov. 6 in Indianapolis.Said your attendance would beespecially important.Signed Suzanne

Item 6

DATE: Oct. 28HOUR: 10:10TO: Mr. Todd

## WHILE YOU WERE OUT

Mr. MasonOF Training (Indianapolis)PHONE 317 212-4460

	Telephoned		Returned Call		Left Package
X	Please Call		Was In		See Me
	Will Call Again		Will Return		Important

MESSAGE Wants to know which of our managerswill be attending the next managementtraining session at French Lick.Wants you to call as soon as possible.Signed Suzanne

## MEMORANDUM

TO: Charlie Williams

FROM: Harry Burns

DATE: October 25

Attached is the complete performance appraisal for Gene Ponder. I'm sure that Gene will appreciate it if you can process this and send it to payroll as soon as possible. As you know, this needs your approval before Gene can get his salary increase. Since this increase was actually due several months ago, Gene hounds me about this regularly. Frankly, I've been much too busy with important matters to get to this kind of administtrivia.



# JOB PERFORMANCE APPRAISAL

Name Eugene Ponder Social Security No. 303-90-4575  
 Department Personnel Classification Title Investigator

Type of Appraisal: ☐ Probationary ☒ Annular ☐ Special

Period of Evaluation:  
 From Sept. 30 To Sept. 30

NOTE: Comments in support of ratings should be complete and objective enough to be defensible in a court of law in the event that the appraisal is legally challenged.

1. JOB KNOWLEDGE (Understanding of all phases of job, and when use of methods, techniques, tools and materials, for safe and satisfactory performance)

- ☒ Outstanding  
☐ Exceeds Requirements  
☐ Adequately Meets Requirements  
☐ Needs Improvement  
☐ Inadequate  
☐ Not Applicable

Comments: Knows job very well - May  
more experienced investigator

2. QUALITY (Accuracy, completeness)

- ☐ Outstanding  
☐ Exceeds Requirements  
☒ Adequately Meets Requirements  
☐ Needs Improvement  
☐ Inadequate  
☐ Not Applicable

Comments: I'm not really sure that this  
category applies to his job.

3. ORGANIZATION (Ability to plan, organize and complete assigned work with minimum of supervision)

- ☒ Outstanding  
☐ Exceeds Requirements  
☐ Adequately Meets Requirements  
☐ Needs Improvement  
☐ Inadequate  
☐ Not Applicable

Comments: Always well organized. No  
supervision.

4. ATTENDANCE (Observance of work schedule, leave utilization, and compliance with attendance requirements)

- ☐ Outstanding  
☐ Exceeds Requirements  
☒ Adequately Meets Requirements  
☐ Needs Improvement  
☐ Inadequate  
☐ Not Applicable

Comments: Takes his sick days, but  
who doesn't.

5. CONGENIALITY (Gets along harmoniously with co-workers, subordinates, and superiors)

- ☒ Outstanding  
☐ Exceeds Requirements  
☐ Adequately Meets Requirements  
☐ Needs Improvement  
☐ Inadequate  
☐ Not Applicable

Comments: No problem here.

6. RESPONSE TO SUPERVISORY ACTION (Whether employee accepts and responds to supervisor's action)

- ☒ Outstanding  
☐ Exceeds Requirements  
☐ Adequately Meets Requirements  
☐ Needs Improvement  
☐ Inadequate  
☐ Not Applicable

Comments: \_\_\_\_\_

7. INITIATIVE (Desire to seek, attain, and achieve goals, seeks additional responsibility)

- ☒ Outstanding
- ☐ Exceeds Requirements
- ☐ Adequately Meets Requirements
- ☐ Needs Improvement
- ☐ Inadequate
- ☐ Not Applicable

Comments: Occasionally seems a little  
too dependent on me to solve his  
problems.

8. SUPERVISORY ABILITY (Effectiveness in directing activities of others, including verbal and written communication, resolving questions and complaints, and commitment to alternative action)

- ☐ Outstanding
- ☐ Exceeds Requirements
- ☐ Adequately Meets Requirements
- ☐ Needs Improvement
- ☐ Inadequate
- ☒ Not Applicable

Comments: \_\_\_\_\_

9. OVERALL EVALUATION (Considering total performance, how well employee performed)

- ☒ Outstanding
- ☐ Exceeds Requirements
- ☐ Fully Meets Requirements
- ☐ Needs Improvement
- ☐ Inadequate
- ☐ Not Applicable

Comments: One of my best men.

10. REVIEW OF WRITTEN JOB DESCRIPTION: As part of this evaluation, the official job description for this position has been reviewed by the employee evaluated.

F. P.  
Employee

Initial if review was made: H. B.  
Supervisor

Employee's comments and views on the preceding statements:

Appraisal seems fair.

Use attachments, if necessary.

Signature of Employee: Eugene Funder Date: Oct. 21  
(Does not imply concurrence with supervisor's evaluation, only that evaluation was made and reviewed by employee.)

Signature of Initiating Supervisor: Harry Burns Date: Oct. 21

Signature of Approving Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

## MEMORANDUM

TO: Charlie Williams

FROM: Sally Loken

DATE: October 24

We keep exact inventories on supplies and this month's audit shows that about two boxes of pencils can't be accounted for. I don't know how much longer we can tolerate this kind of thing. Each month it seems to be something different. I know you don't like the idea, but I think we should set up a trap for the culprit(s).

## MEMORANDUM

TO: Charlie Williams

FROM: George Ogden

DATE: October 23

I don't like to be so formal, but I feel I must document for the record the fact that the plans and goals for your section for next year were due in my office on September 30. I have mentioned this deadline many times in our staff meetings and in several personal contacts you and I have had in the past two weeks. I have yet to receive anything from you.

I must present finalized plans for our entire office to my boss at a meeting of the Satellite Office Directors in Indianapolis on November 15. It is absolutely essential that I have at least drafts of plans and goals for all of the sections in this office well in advance of that meeting. We invariably have to make many modifications before we are ready to submit our finalized versions.

I must insist that I either have your draft of plans and goals by one week from today or I will be forced to go directly to your Unit Supervisors for their plans, then put together a composite for your section myself.

## MEMORANDUM

TO: Charlie Williams

FROM: Bill Aiken

DATE: October 21

Sally is still holding us up on the new Training Specialist I'm trying to hire (the man from I-H I told you about). She insists that the T&E score her people have arrived at does not put him in the "qualified" range. I don't know how those number happy people of hers arrive at their figures, but I do know that they don't know anything about qualifications of people for the training profession. If you don't step in and get this situation straightened out, we're going to lose a top-notch candidate for an important job. I doubt if we'll find anyone else as good for the miserable salary we can offer.

## UNITED STATES GOVERNMENT

## HOUSE OF REPRESENTATIVES

Honorable Samuel S. Whitehurst  
Representative, Indiana

October 18

Mr. Charles Williams  
Personnel Manager  
Ft. Wayne Satellite Office  
State of Indiana  
State Office Building  
Ft. Wayne, Indiana

Dear Mr. Williams:

My nephew, John Kritzer, applied for a position in your office about two weeks ago. I am sure that you try to run a very efficient office. However, I think you should know that my nephew reported that he was treated rather abruptly and given the quick brush off.

I am sure that you will want to investigate and find out which of your employees handled Mr. Kritzer's application. You and I know that as public employees we must always be conscious of our responsibilities to our citizenry in dealing with each individual case.

I have suggested to my nephew that he reapply there and ask to see you directly. He is now working on a temporary assignment with the national office of his fraternity, but this assignment will be completed in mid-November. You can expect him at your office sometime after that date.

Very sincerely yours,

Samuel S. Whitehurst

## MEMORANDUM

TO: Charlie Williams  
Personnel Manager

FROM: Dorothy Ready

DATE: October 18

Dear Mr. Williams:

I am desperate or I wouldn't write a letter of this kind. I have been here for almost a month and am going crazy trying to figure out what I should be doing. I was hired as a Job Design Analyst, and presumably work for Mr. Harry Burns. However, I can not find out what I should be doing in this job. Mr. Burns is always so busy that I can almost never see him. When I do catch him for a few minutes he merely says that I should learn the organization before worrying about what I should be doing in the job. Or he might sometimes say, "Talk with Mr. Fuddleston." Mr. Fuddleston is also a Job Design Analyst, but he says he is too busy trying to meet his own commitments to worry about what I should be doing. Also, he says that he is not being paid as a supervisor. Frankly, I think that he resents the fact that a woman was hired for this job that has been held by only men in the past.

As I said at the start of this letter, I am getting desperate. I did not spend six years in college getting a Masters Degree in Psychology just to sit around studying organizational charts. I came into this job all psyched up to make a significant contribution to my profession and the state of Indiana. If I do not get any meaningful and constructive assignments within the next two weeks, I shall regretfully have to turn in my resignation. However, before doing that, I intend to take my appeal directly to Mr. Ogden.

Sincerely yours,

Dorothy Ready

## FIRST ABYSSINIAN BAPTIST CHURCH

1081 S. Calhoun Street

Ft. Wayne, Indiana

Washington Carver Jones, Minister  
James Earl Coover, Assoc. Minister  
John Edward Logan, Asst. Minister

October 16

Mr. Charles Williams  
Personnel Manager  
Ft. Wayne Satellite Office  
State Office Building  
Ft. Wayne, Indiana

Dear Mr. Williams:

On September 18 I wrote to you about the experience of my son in applying for a job in your office. I have heard nothing from you to date. I will give you the benefit of the doubt and assume that my letter was lost in the bureaucratic maze. Therefore, I will recapitulate what I said in that September letter.

One of my sons, James Henry Jones, graduated from Indiana University in August with a Bachelors Degree in Business Administration and a major in Accounting. He heard from friends of his who work for the state that there were openings for persons with his qualifications in the state offices here in Ft. Wayne. He made application for such jobs early in September and reported that he was treated very well by your employment people. However, after several weeks of delays, with a series of interviews with different people, he was told that the job openings for which he was being considered in Accounting had been filled. Both he and I accepted this decision without question. It was reasonable to expect that there might have been applicants with better qualifications -- for example, with more experience. That is not the basis for my complaint.

My complaint stems from the fact that when my son was told there were no openings in Accounting, he was strongly encouraged to apply for openings which evidently perpetually exist on the maintenance crews in the Highway Department. This I find intolerable. I seriously doubt if your employment interviewers would consider making such a recommendation to a white male applicant with my son's qualifications. I would have expected such treatment when I



graduated from college over 30 years ago, but I had hoped that considerable progress had been made in changing the mores of our society with regard to such treatment of black persons.

I would very much appreciate the courtesy of a reply to this inquiry. As a matter of fact, since my son has not yet lined up a position commensurate with his qualifications, I plan to file a formal complaint with the local office of the United States Equal Employment Opportunity Commission if I do not hear from you by November 6, which is three weeks from today.

Very respectfully yours,

Washington Carver Jones  
Minister

## MEMORANDUM

TO: Charlie Williams

FROM: Sally Loken

DATE: October 15

Charlie, I have mentioned this problem several times before, so now I am going to put it in writing. The discipline with regard to working hours in the Training and Employee Relations Units here is abominable. Frankly, I wouldn't care how these people want to run their shops, except that it sets such a bad example for the people in my unit. I insist that my people be here by no later than 8:30 and that they do not leave before 5:00 -- which obviously are the specified working hours for this office. Yet, people in T. and E. R. wander in late and leave early about half the time. This situation must be rectified. After all, we are a service organization and should be setting the example for others.

## MEMORANDUM

TO: Charlie Williams

FROM: Bill Aiken

DATE: October 14

I'm getting a lot of heat from the boys in Indianapolis because we haven't sent any of our managers to participate in their new MANIP Program (stands for "Motivate Achievement Now in People" -- can you imagine that -- YUK!!!!). I have looked over the manuals for this program and, between you and me, it is a crock of you know what. It is popular only because they hold it at the fancy resort hotel in French Lick, Indiana, with meetings only in the morning and sometimes in the evening. This leaves the afternoons for golf, fishing, and other enjoyment. I don't mind seeing our managers get a little enjoyment of this kind at the state's expense, but I really think that this program will do more harm than good. I am convinced that the techniques they are teaching will have more negative than positive effects on employee motivation. We have our own program which is designed to serve similar objectives, and our follow-up studies have shown that it does have a significant, positive effect on employee performance.

Tony Eager of the State Training Staff in Indianapolis, who takes primary credit for developing the MANIP Program, is really miffed about the fact that we are not participating. He seems to regard it as some kind of personal affront to him. My prediction is that he will try to have Warren Mason put the pressure on George to get us into the act.

As you can see, my feelings on this are very strong. Frankly, if we should lose again on this one, I'll have to admit that I'll be about ready to throw in the towel.

## MEMORANDUM

TO: Charlie Williams

FROM: Helen Edison

DATE: October 14

Our backlog of jobs that need to be reclassified continues to grow. We are woefully understaffed. It is very discouraging to get farther behind everyday. I know that you get tired of hearing this, but it seems so unfair for my people to be working their fingers to the bone while some of Harry Burns' people seem to be doing little or nothing. I'll make you a bet that we will have several resignations among the Analysts and Specialists if this situation isn't rectified immediately.

October 13

Manager of the Ft. Wayne Office  
State of Indiana  
Ft. Wayne, Indiana

Dear Sir:

I am not going to sign this letter because I have hopes of someday working for the state. I have applied there for jobs many times and each time I am turned down. Sometimes I have taken tests but nobody ever tells me whether I passed or failed. A friend of mine told me that if I really want a job there all I have to do is put \$50 in an envelope and give it to the interviewer when I turn in my application blank. He said that it is done all the time and that those are the only people who get jobs. I think that is a terrible thing. You people are being paid with our tax dollars and we shouldn't have to pay bribes to get jobs. If I continue to get turned down when I apply for jobs there, I'm going to write the governor about this. I hope that you will look into it and put a stop to it immediately.

## MEMORANDUM

TO: Charlie Williams

FROM: Bill Aiken

DATE: October 9

I have mentioned this several times in staff meetings and nothing has happened, so I'm going to put it in writing. Last spring, Warren Mason's staff developed a Work Planning and Review program which was supposed to be adopted by all Supervisors and Managers in the state's work force. While I don't think much of many of the programs they develop in Indianapolis, this one happens to be excellent. It involves goal-setting meetings between each employee and his or her supervisor. We have now trained the majority of the managers in this office to use the program and the results they are getting in terms of significant improvements in employee performance are fantastic. Yet I am embarrassed to say that none of the other supervisors in our own personnel division have taken the training, nor are any of them scheduled for it. They say they are too busy or that they don't need it. This state of affairs has made us the laughing stock of the office. It also makes it tougher to sell to other divisions. They say, "If the program is so good, why don't your own personnel people use it?"

You've told me in our informal conversations that the goal-setting approach sounds good. Yet, if you don't require the other supervisors to at least take the course, the present state of affairs will continue. Heaven knows we need to do something to improve performance here in the personnel division.

cc: George Ogden

## MEMORANDUM

TO: Charlie Williams

FROM: Sally Loken

DATE: October 2

Steps must be taken to eliminate the betting pools on football games that have started up again within the various divisions in this office. Not only is this practice specifically counter to regulations relating to gambling on state property, but it also involves a considerable waste of time for a number of the employees in this office.

I think as Personnel Manager you should issue an order to discourage these pools before this situation gets out of hand as the football season progresses.

## APPENDIX B:

In-Basket 2



## Instructions to Participants

In this exercise, you will assume the role of Mark (Mary, if you are female) Mason. You work for the state of Texas. You have worked in the Department of Health Services Delivery in the Northwest Dallas District for several years. However, you are among a select few in the management ranks of the state who are in a "fast track" management development program. This is a long range program designed to groom persons like yourself for future top level administrative assignments in the state system. In this program, you are given the opportunity about every two or three years to assume a new managerial assignment in a different department. These "rotational" assignments are intended to serve two purposes: (1) to familiarize you with the functions of different departments in the state, and (2) to develop your managerial or administrative skills.

You have just been given the opportunity to assume a new position in the State Employment Service of the Commerce Department. You will be the Manager of the Laredo Office of the state Employment Service. While you have had little or no experience in the employment function as such, you were told that at the manager level this was not necessary. The Supervisors of the specialized functions performed by this office must have the functional knowledge to supervise their functional experts. However, the manager job in an office

of this size is strictly a managerial or administrative position, and it is felt by the higher-ups in the Department of Commerce that any good manager or administrator can function effectively in positions of this kind.

You report directly to Ray Fowler, the Director of the Southern Regional Office in San Antonio. You and your staff also have quite a bit of interaction with and occasion to receive directives from Mr. Fowler's Policy and Program Development staff, which is headed up by Burton Hanley. In addition, there are headquarters groups in the state capital at Austin which parallel the functions performed in your own office. At the state level, these groups have staff responsibility for setting policy, developing procedures, introducing new programs, etc., in their respective functions. (An organizational chart is presented with a letter from your new boss following these instructions).

Your predecessor in the new job you are assuming, Kenneth Hooper, died of a heart attack in his sleep during the early morning hours just one week ago today. Since the Laredo office was already well behind in its work, your new boss, Ray Fowler, felt that a replacement for Mr. Hooper should be found just as soon as possible. Therefore, you were recruited, interviewed, and selected very quickly during the past week.

Today is Monday, November 4. It is exactly 7:00 am and you have just seated yourself at your desk in your new

office in Laredo. You had hoped to spend time in the office yesterday to clear out your in-basket and to get acquainted with the new job. However, you got involved in some negotiations for a new house, which continued in to the early evening hours, so there was too little time to get much done in the office. Furthermore, since you are an early riser and work better in the early morning hours than you do late in the evening, you decide to come in before 7:00 am today, so that you would have a full hour to work on your in-basket before the rest of the people started work at 8:00 am. Moreover, your new boss, Mr. Fowler, is going to fly down from San Antonio this morning to meet with you. You agreed to pick him up at the airport, which means that you will have to leave the office at 8:00 am to meet the plane. Therefore, you have only one hour to spend in the office.

Mr. Fowler knew that you planned to spend some time in the office yesterday (Sunday), and therefore, he left a letter with some background information about the office and your new staff. This should be read first. In addition, the woman who will be your secretary, Sally Gray, clipped together all of the mail which accumulated in your in-basket over the past week, to which she has attached a note. During the hour that you have to work in the office, you want to take as much action as you possibly can with the materials that have accumulated in the in-basket. Deal with

these as if you were actually on the job. Each in-basket item is numbered in the upper right-hand corner of the page. If you would throw the item out without taking any action, place an "X" in the upper right-hand corner by the item number. If you will not take any action with an item at the present time, but you plan to do something with the item at a later date, place a "D", for "defer" by the item number.

For those in-basket items that you plan to deal with now, you must write down everything you decide or plan to do. You can write notes right on the item if you want to. For example, if you plan to delegate an item to a member of your staff, you can merely write that person's name on the item, as you normally might do if you were referring the item for action. You can also add instructions, or any other comments to items delegated of you so choose.

You should also write memos to yourself about things you want to do, sketch out letters or memos you plan to write in response to incoming mail, etc. You can do this right on the in-basket items, or you can use the extra sheets of paper included with your materials. Whenever you use the extra paper for this purpose, be sure to clip the extra sheet of paper to the item to which it refers. (There are also paperclips in the package). If you decide that you will respond to a particular item by telephoning the person, you must sketch out what you plan to say and/or wish to accomplish in this telephone conversation.

Everything you decide to do must be in writing. Most importantly, remember, don't tell us what you WOULD do, DO IT! Also, we cannot give you credit for what you were PLANNING to do unless you had it written down. You should always take as much action as you can with the information available to you, but you must also avoid making any assumptions that are not supported by the written information furnished to you. Do not assume any special circumstances beyond those indicated or directly implied.

Remember: Behave as though you are really Mark (Mary) Mason, and you are really on the job. You have just one hour to work on all of the materials. You want to do as much as you can with the in-basket materials during this period.

(For women only: With all due apologies to the "Marys" performing this exercise, the remaining materials will use only the name "Mark Mason", for simplicity. Please read "Mary" for "Mark" in each case. You can also use the name Mary for signing letters, etc.)

MEMORANDUM

TO: Mark Mason

FROM: Ray Fowler

DATE: October 31

Dear Mark,

I am very glad that you have accepted our offer to head up the Laredo office. I know that you must have felt unduly pressured to make a quick decision on this move with less information on the new job than you would have liked to have had. We also very much appreciate the fact that your manager in Dallas has agreed to release you to assume the new job on a very short notice. I believe that you can understand our feeling of urgency, since Laredo has such a large backlog of work to be completed. I believe that you will find this job to be a real challenge. I feel confident that you can handle it. Actually, I believe that this job will provide an opportunity for you to make a name for yourself as a manager which could send you on your way up the line to higher administrative posts in the state organization.

I am attaching an organization chart which I had drawn up especially for your purpose. Since you are new in this function, I have also included on this chart the offices and people in my Policy and Program Development staff. This staff, headed up by Burton Hanley, can be of great help to you if you use them for consulting purposes. I never felt that your predecessor, Ken Hooper, used them as effectively as he could have.

I think its great that you plan to spend some time in the office handling your mail and getting acquainted with the job on Sunday. In order to facilitate this getting-acquainted process, I'll give you a little background on the organization you will be managing.

Your predecessor, Ken Hooper, was a helluva nice guy, God bless his soul, but he was an easy mark. I think he lost his incentive to really keep the organization shaped up as he grew older and realized that he was not going to move further up in the management ranks in this department. (He was just a little over two years away from retirement.) I believe that he has a good staff, but they seem to have a hard time keeping up with client demands. I'm not sure why this is, because the volume of work there is no greater than for any other office of similar size.

I guess there is a legitimate overload situation in Laredo at the present time because of the number of field hands out of work in that area. In this season of the year, the excess workers who have finished harvesting the lettuce crop usually move over to Florida to work in the citrus groves. However, they haven't done that this year because of the farm workers' strike in Florida. This has thrown an extra load on the Laredo office. Frankly, I still think it could be handled without getting behind schedule if the office were a little better organized and the employees applied themselves more diligently to their jobs.

We have followed the practice of loaning employees on a temporary basis from one office to another to help with overloads within our Southern Region. We did supplement the force in your office last month with six additional employees in Applicant Services and Unemployment Compensation from the Brownsville and Corpus Christi offices. That helped to reduce the backlog, but we couldn't continue this for more than two weeks at a time because those offices also became very busy.

I would be interested in any ideas you might have for increasing productivity in the Laredo office. Perhaps after you have had a chance to clear out your in-basket, you could jot down a few notes along this line and then we could discuss them when we get together Monday morning. You might also write down any questions you might like to have answered while I am there Monday.

As I mentioned in our phone conversation, I'll be arriving Monday morning at the Laredo airport on Texas Commuter Airlines flight # 66 at 8:50 am (if it's on time). I would appreciate it if you could pick me up and drive me back to the office. I'll spend Monday morning through lunch with you, and return to San Antonio on a 2:10 pm flight that day.

I'll look forward to seeing you Monday morning, November 4. Good luck in the new job.

MEMORANDUM

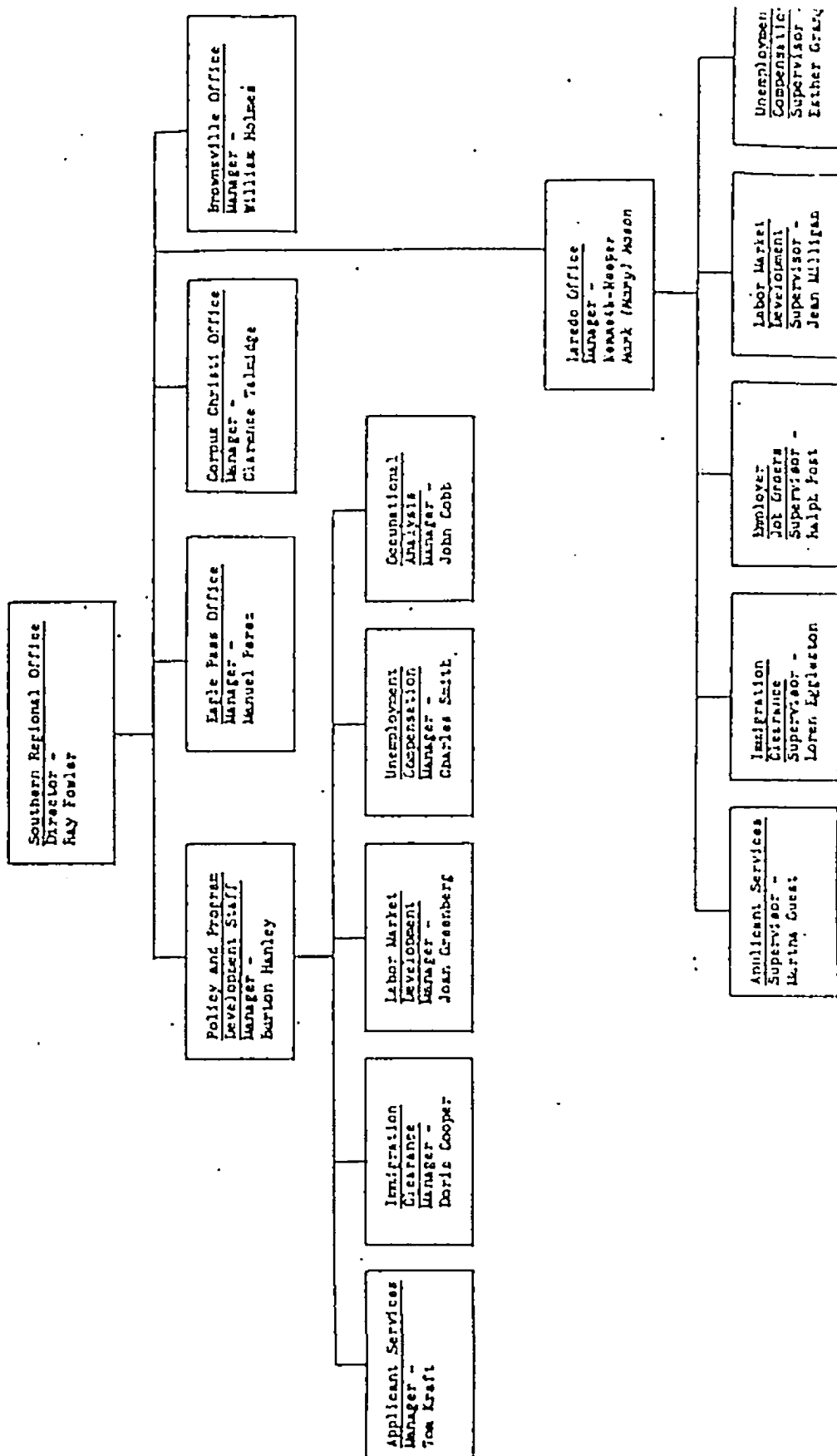
TO: Mark Mason  
FROM: Sally Gray  
DATE: November 1

Since you said in our phone conversation yesterday that you were going to spend some time in the office on Sunday, I have clipped together here the mail that has come in this week, along with some items which Mr. Hooper evidently had not dealt with. I took the liberty of throwing away the junk mail, such as ads, etc., since I knew that you would have plenty to do without having to sift through that kind of nonsense.

I am very glad that you decided to take the job here. I am looking forward to working with you. I probably won't see you until a little after 9:00 am on Monday. I don't remember whether or not I mentioned this when you were here on your interview earlier this week, but I get in a little late on Mondays, Wednesdays, and Fridays because I have to take my little boy to nursery school on those days.



DEPARTMENT OF AGRICULTURE  
STATE EMPLOYMENT SERVICE



October		December	
S	M	T	W
27	28	31	1
28	29	1	2
29	30	2	3
30	31	3	4
31		4	5
		5	6
		6	7
		7	8
		8	9
		9	10
		10	11
		11	12
		12	13
		13	14
		14	15
		15	16
		16	17
		17	18
		18	19
		19	20
		20	21
		21	22
		22	23
		23	24
		24	25
		25	26
		26	27
		27	28
		28	29
		29	30
		30	31

Sunday		Monday		Tuesday		Wednesday		Thursday	
6 13 20 27	7 14 21 28	8 15 22 29	9 16 23 30	10 17 24 31	11 18 25	12 19 26	1 8 15 22 29	2 9 16 23 30	3 10 17 24 31
3	4	5	6	7	8	9	10	11	12
10	11	12	13	14	15	16	17	18	19
17	18	19	20	21	22	23	24	25	26
24	25	26	27	28	29	30	31		

STATE OF TEXASDepartment of CommerceState Employment Service

Southern Regional Office  
300 Capital Street  
San Antonio, Texas

Mr. Mark Mason  
State Employment Service  
1018 Elm Street  
Laredo, Texas

November 1

Dear Mark:

I don't know if I mentioned this in our discussions earlier this week, but I meet with the managers of the District Offices in our region the first Tuesday of each month. We meet here in the Regional Office Third Floor Conference Room and start our meetings at 10:30 am so that everyone can come over in the morning and get home again the same day. We'll all look forward to seeing you at this month's meeting.

Sincerely,

Ray Fowler  
Director  
Southern Regional Office

MEMORANDUM

TO: Mark Mason

FROM: Ralph Post

SUBJECT: Working Hours

CONFIDENTIAL

DATE: November 1

There is one practice in this office that has bothered me for some time, and I hope you will do something about it. I talked with Ken Hooper about it several times, but he felt it wasn't a serious problem. In fact, he accused me of nit-picking for bringing it up.

The problem is this: Our working hours are supposed to be from 8:00 am to 5:00 pm. However, most people really don't start until 8:45 am and they leave about 4:45 pm. I insist that my people work from 8:00 am to 5:00 pm, so that makes me look like an ogre, since everyone else seems more relaxed about working hours.

I maintain that we could make a dent in our backlog if we spent an extra half-hour a day on the job, but most of the others around here seem to think that the resentment that would be caused by a crackdown on working hours would result in much greater losses in productivity. I am afraid that if our relaxed attitude toward working hours continues, the situation will continue to get worse.

DATE: Oct. 31HOUR: 3:40TO: Mr. Mason

## WHILE YOU WERE OUT

M Ralph PostOF OfficePHONE 2491

X	Telephoned		Returned Call		Left Package
	Please Call		Was In		See Me
	Will Call Again		Will Return		Important

MESSAGE Asked me to schedule a luncheon meeting  
with you on Monday. I made it "tentative"  
since you might be busy on your first day.

Signed Sally

DATE: Oct. 30HOUR: 1:00TO: Mr. Mason

## WHILE YOU WERE OUT

M Joan McGinnisOF AustinPHONE 3484

X	Telephoned		Returned Call		Left Package
X	Please Call		Was In		See Me
	Will Call Again		Will Return		Important

MESSAGE Was upset because they still don't have our  
U. C. report. She said it's way overdue. I  
explained that we are overloaded here and they  
want too many reports.

Signed Sally

STATE OF TEXASDepartment of CommerceState Employment ServiceAustin, TexasIMMIGRATION CLEARANCE DIVISION  
PROCEDURES SECTION

Mr. Kenneth Hooper  
State Employment Service  
1018 Elm Street  
Laredo, Texas

November 1

Dear Mr. Hooper:

The backlog in your office in processing work visas for aliens is becoming very disturbing. Because of delays in processing the necessary papers, our intelligence indicates that many Mexican workers are ignoring the registration requirements. Frequently, this results in their getting lost in the workforce, and they continue to work indefinitely as illegal aliens.

We are especially disturbed that your office is the only one that has not adopted the procedures for immigration clearance developed by our office three years ago. While your people insist that the procedures they use are more effective, experience has shown that this is just not true. The other District Offices, all of which have adopted our newly recommended procedures, are processing equal or greater numbers of aliens without creating any appreciable backlogs.

If you would like, I shall be very glad to schedule members of my staff to visit your office to familiarize your Immigration Clearance Specialists with the new procedures. These procedures have proven to be more efficient than practices, such as those in your office, that were followed in the past.

Sincerely,

Juan Gonzales  
Manager, Procedures Consulting Services

MEMORANDUM

TO: Mr. Mason  
FROM: Esther Grange  
DATE: October 30

Dear Mr. Mason:

I think we should request extra help from other district offices again in November. We always have a large number of people applying for Unemployment Compensation in the weeks around Thanksgiving time, and we can't seem to keep up with our normal workload. I'm afraid we might have another mess on our hands unless we can get some assistance at that time.



MEMORANDUM

TO: Mr. Mason

FROM: Olga Henneman  
Analyst, Employee Job Orders

DATE: October 30

CONFIDENTIAL

Dear Mr. Mason:

I am very glad that you decided to take the job here as Manager of our office. I shudder when I think of what could have been. I'll explain what I mean.

I agonized a great deal before writing this note, but felt it was my duty to help you. I work for Ralph Post. His nose was way out of joint when you were appointed Manager of this office. I know that he had felt that he would get that job when Mr. Hooper retired because he is the senior person among the supervisors. Frankly, I am very glad that he did not get the job because he would have ruined this office. He's a nit-picking, inconsiderate little Hitler. He is also a miserable person to work for. The main reason I'm telling you this is that I think he will do whatever he can to see that you fail in the job. He's that kind of person.

After you've had a few days to get to know the situation here, I would like very much to have a chance to talk with you about the possibilities of my transferring to another section here.

Very sincerely yours,

Olga Henneman

STATE OF TEXASDepartment of CommerceState Employment Service

Southern Regional Office  
300 Capital Street  
San Antonio, Texas

Mr. Mark Mason  
State Employment Service  
1018 Elm Street  
Laredo, Texas

October 30

Dear Mark:

It just occurred to me after you left yesterday that Ken Hooper always assumed personal responsibility for completing the Monthly Report for your office. This is a detailed report of all activities for the month which we must have by the fifth of each following month. In other words, your report for October will be due on November 5. This deadline is extremely important, since we must consolidate figures from all of the District Offices and send our Regional Report off to Austin in time for the Central Office to include in a statewide report which the Secretary of the Department of Commerce wants by the tenth of each month.

I hope that your supervisors might know enough about this report to help you in compiling it. I am sure that your secretary must have the necessary forms. I believe that Ken always prepared this report himself because accuracy is extremely important and the Manager of each District Office must vouch for the veracity of the figures submitted.

Sincerely,

Ray Fowler  
Director  
Southern Regional Office

MEMORANDUM

TO: Mark Mason  
FROM: Ralph Post  
DATE: October 30

The attached letter was received last week. Since Mr. Hargrove works for me, Ken Hooper asked me if I would draft a letter for his signature so that we could get our answer to Milford as soon as possible. Evidently, Hooper did not trust me to send the letter directly, even though I have been this man's supervisor for eight years. Since you have now replaced Ken Hooper, you will note that I drafted the letter for your signature.

Attachment

Item 9a

UNITED STATES GOVERNMENTDepartment of LaborEqual Employment Opportunity Commission320 Oak StreetSan Antonio, Texas

John P. Milford  
Executive Officer

October 23

Mr. Kenneth Hooper  
State Employment Service  
1018 Elm Street  
Laredo, Texas

Dear Mr. Hooper:

We have received a complaint from Mr. Harry Hargrove who evidently works as an Investigator in your office. He claims that he has been by-passed several times when promotional decisions were being made to the Senior Investigator position. He maintains that there have been enough instances of similar discrimination against persons of his race in your office to warrant our initiating a Class Action Suit.

Confidentially, I hope that we will not have to carry this situation to the courts. We have always had good relationships with the State of Texas offices, and we feel that the state has a good record of conscientiously trying to eliminate any discrimination against minorities in their selection and promotion decisions. However, I feel duty-bound to investigate the legitimacy of his complaint. Therefore, I would appreciate receiving additional information regarding Mr. Hargrove's performance and service record which would bear on the complaint which he has filed.

Sincerely,

John P. Milford

Item 9b

STATE OF TEXASDepartment of CommerceState Employment Service

Southern Regional Office  
300 Capital Street  
San Antonio, Texas

Mr. John P. Milford  
Executive Director  
Equal Employment Opportunity Commission  
United States Government Offices  
320 Oak Street  
San Antonio, Texas

October 31

Dear Mr. Milford:

I have taken your letter of October 23 under advisement. Mr. Hargrove does not have a "leg to stand on" regarding his complaint. He is not the kind of person we would consider promoting to a Senior Investigator position. This is a leadership position of great importance in our operation, and unfortunately, Mr. Hargrove is not a responsible person. In fact, if it were not for his race, we would not tolerate his performance at his level.

If you would like to discuss this case further, I would be glad to arrange a meeting between you and Mr. Hargrove's supervisor. I am new in my position and therefore do not know the people or the operations here.

Sincerely,

Mark Mason  
Manager  
Laredo Office

STATE OF TEXASDepartment of CommerceState Employment Service

Southern Regional Office  
300 Capital Street  
San Antonio, Texas

Ms. Martha Guest  
State Employment Office  
1018 Elm Street  
Laredo, Texas

cc: Kenneth Hooper

October 25

Dear Martha:

This note will present in summary form the recommendations made by Messrs. Goldstein and Kenton of my staff, who spent October 16 and 17 in your office to review your systems for handling Applicant Services. Mr. Goldstein said that these recommendations were all discussed with you in great detail before they left on Thursday the 17th. However, I think it is important that recommendations made on the basis of our audits be documented for the record.

First, the auditors felt very strongly that many of the homemade forms you are now using to record services rendered to clients are redundant. The forms provided by the state are designed to serve the same purposes. Since your people must also complete the state forms for transmittal to Austin, the use of your own forms seems to generate additional work for your counselors.

Second, the 2:30 pm closing time for accepting new applications each day is much earlier than that used in any of the other District Offices. Your people should not need two-and-one-half hours at the close of each day to complete the application processing paperwork. This seems to create a situation where too many applicants have to return a second or even third time to be served.

Your waiting room facilities are entirely inadequate. Many people have to stand for hours waiting to see a counselor, and a fair number evidently leave disgruntled before getting registered and interviewed. Also, providing no restroom facilities for these

## Item 10 (cont.)

applicants may be a violation of state law. I've asked our lawyers to check this out. (Incidentally, Mr. Kenton told me that about a month ago one of the male applicants actually urinated on the floor when he was told that there were no restroom facilities for him to use.)

Your practice of requiring your female counselors to type their own forms, while clerks provide this service for your male counselors is an unconscionably sexist practice which is probably a violation of Equal Opportunity Laws. Either clerks should be providing this service for all counselors, or all should be required to type their own forms.

Compared with average times recorded in other District Offices, your counselors spend 28% less time, on the average, in interviews with clients (average of 4 minutes and 37 seconds spent in each interview), and 21% more time between clients in writing reports, getting coffee, etc. (average of 7 minutes and 14 seconds between clients served). This discrepancy from recorded norms for this type of service seems unreasonable and probably accounts for much of your backlog in processed clients. You should certainly review your procedures and devise more efficient client-service systems.

If you should like to discuss any of the above recommendations in greater detail, please don't hesitate to call me. In fact, I would be glad to send one of my Procedures Specialists to spend a few days there to help in designing new improved procedures. Also, you may be aware of the fact that the state office in Austin has systems experts who can provide this kind of help.

Tom Kraft  
Manager  
Applicant Services

STATE OF TEXASDepartment of CommerceState Employment Service

Southern Regional Office  
300 Capital Street  
San Antonio, Texas

Mr. Kenneth Hooper  
State Employment Service  
1018 Elm Street  
Laredo, Texas

October 25

Dear Ken:

I'm still waiting for your suggestion regarding the material I sent you about two weeks ago. I'd like to go to press by mid-November, so I desperately need your inputs within the next week or so. Any suggestions you have will be greatly appreciated.

Sincerely,

Joan Greenberg  
Manager  
Labor Market Development



MEMORANDUM

TO: Mr. Hooper  
FROM: Sally Gray  
DATE: October 25

I thought I should remind you in writing, for the record, that you said it would be all right if I take Tuesday, November 5 off. As I told you, my sister is visiting me during that week and I feel that I should try to spend as much time with her as I can.

Incidentally, I believe I have used up all of my sick days for this year, but I haven't taken any funeral days. I hope we can charge the day accordingly. I can't afford to lose pay for the day.

MEMORANDUM

TO: Ken Hooper  
FROM: Esther Grange  
DATE: October 24

We had a complaint from someone on U. C. who applied for a job at the Teng Sung Restaurant and was told that they hire only persons of Chinese ancestry. Do you think we should report this to EEOC as a possible violation of discrimination laws?

MEMORANDUM

TO: Ken Hooper

FROM: Loren Eggleston

DATE: October 24

Steve didn't show up again. This one must have been a super binge. I don't know how much longer we can put up with this situation. It's certainly trying my patience.

STATE OF TEXASDepartment of CommerceState Employment Service

Southern Regional Office  
300 Capital Street  
San Antonio, Texas

Mr. Kenneth Hooper  
State Employment Service  
1018 Elm Street  
Laredo, Texas

October 22

Dear Ken:

This note is merely to confirm the plans we made in our phone conversation yesterday. Two members of my staff, Gene Myers and Kevin Nussbaum, and I will visit your office on Thursday, November 7, to review in detail a new procedure we are introducing for immigration clearance of aliens. We have designed some new forms to accompany the procedure which we think will simplify the process greatly.

We will plan to drive down that morning, so we should arrive at about 10:30 am. I would like to suggest that we spend the remaining part of the morning in reviewing the new procedure with you. Then, if you will make the necessary arrangements, we would like to spend about two hours after lunch with Loren Eggleston and his staff to acquaint them with the new forms and procedures they will be using.

I'll look forward to seeing you two weeks from Thursday.

Sincerely,

Doris Cooper  
Manager  
Immigration Clearance

STATE OF TEXASDepartment of CommerceAdministrative Services

TO: Kenneth Hooper  
Manager, Laredo Office

FROM: Payroll Section

SUBJECT: Absence Report for September

DATE: October 18

Listed below are the absence records for employees in your office for the month of September. Absences in your office continue to exceed state averages quite significantly, and they are especially high for offices of your size.

Incidentally, the five absences which Sally Gray accumulated during September have put her over the limit of absences for this year for which the state will pay her salary. As you know, the state will pay only a total of 26 days of absence in any one year, unless the Manager advises us to continue to pay for days absent because of extenuating circumstances. Ms. Gray is now two days over the limit. Please let us know as soon as possible whether we should pay her salary for those two days. Furthermore, as you know, special approval will have to be given if she is to be paid for any additional days she might be absent, and we must receive the approval at the time the absences occur.

<u>EMPLOYEE</u>	<u>DAYS ABSENT IN SEPTEMBER</u>
Sally Gray	5, 12, 13, 20, 21
Carol Easley	5, 11, 26
Michael Fredericks	18
Harry Hargrove	6, 11, 12, 20
George Leland	25
Sandra Minor	12
Virginia Minor	20, 21
Kent Olsen	11
Jean Poptkin	13, 14
Ilene Rumsford	12, 25, 26
Steven Simlar	18, 19, 20
Donald Stein	5

STATE OF TEXASDepartment of AdministrationAdministrative ServicesMEMORANDUM

TO: Ray Fowler  
Director, Southern Regional Office  
State Employment Service

FROM: Randolph A. Pollop  
Director of Safety Services

SUBJECT: Fire Safety Inspection Report

DATE: October 8

Our Safety Auditors recently completed an inspection of your Laredo Office and found the following discrepancies:

An emergency light is not working in the north stairwell.

Several secretaries in the northwest corner of the first floor of the building have been using their own space heaters. They say that they are not needed in the winter, but are necessary in the summer because of the proximity of an air conditioning vent. These heaters are not only a fire hazard, but they also use a considerable amount of electricity which constitutes an unnecessary expenditure of state monies.

The secretary to the supervisor of Applicant Services is using an extension cord for dictating equipment. She must step over this cord to leave her desk. In case of fire, there is a possibility she could trip over the cord.

Several cardboard boxes of files are stacked in the corner of the office of the Supervisor of Unemployment Compensation.

The above discrepancies are important, yet relatively minor compared with two more serious deficiencies our inspectors found:

- (1) Our inspectors could identify no one in your Laredo office who had been assigned responsibility for safety practices in the office. The Manager of the office, Kenneth Hooper, was out of the office on the day they

## Item 17

made their inspection, so they had to rely on other information sources. They were told that you had an individual in charge of safety practices about three or four years ago, but that the position was abolished during a cost-cutting squeeze. If this is true, I find such a decision incredulous. When you consider the human lives and dollar value of state property, it is obvious that the position of Safety Practices Monitor is one of the most important functions performed in an office of that kind.

- (2) No one in the Laredo office with whom our inspectors spoke could recall when the last fire drill had been held. This is an unconscionable violation of state regulation. State regulations require that fire drills be conducted quarterly in all state buildings outside the university system.

I trust that all of the above-noted discrepancies will be rectified before our next Semi-Annual Fire Inspection.

cc: Kenneth Hooper  
Oscar Dunn

APPENDIX C:  
Dimension Definitions



Dimension Definitions

Planning and Organizing - setting specific times and dates and taking action on high priority items rather than deferring action or taking none at all.

Perceptiveness - making note of the interrelatedness of items.

Leadership - taking responsibility for actions and instructing subordinates.

Delegation - the number and appropriateness of delegated items.

Decision Making - the quality and quantity of decisions on items.

## APPENDIX D:

In-Basket 1: Scoring Materials

### INSTRUCTIONS TO SCORERS

Take the following steps to score each in-basket:

1. Remove the calendar and lay it in front of you so that you can refer back to it quickly while going through the items.
2. Usually the participant (i.e., the person who took the in-basket) write the actions only on the item sheets. However, sometimes he/she also writes on other sheets. Remove these other sheets and place them in front of you for easy referral while going through the items. Read these BEFORE going through the items.
3. Read the participant's response to the first in-basket item. Turn to the list of "Possible Courses of Action" for that item. Record the number(s) of the possible courses of action that most closely match what the participant did in response to the item.
4. Turn to the "Action Code" key at the beginning of the list of "Possible Courses of Action". For each "action" that the participant has taken, write the letter(s) from the action code table that help clarify exactly what the participant has done.

NOTE: Further clarification of the use of the "Action Codes" follows below.

5. Repeat steps 3 and 4 for each in-basket item.
6. When the participant's responses to all in-basket items have been properly coded turn to the "Scoring Key". Match the courses of action taken, and the action codes for the participant's response to item 1 with those shown on the scoring key. Write the participant's dimension scores for item 1 on the scoring sheet.
7. Repeat step 6 for all in-basket items.
8. When the participant's responses to all in-basket items have been scored, sum each dimension score across all items to obtain overall dimension scores and record this on the scoring sheet.
9. Sum the 5 dimension scores to obtain the participant's overall in-basket score and record this on the scoring sheet.

### ACTION CODES KEY

After selecting the number of the course(s) of action that the participant took in response to an in-basket item, refer to the following "Action Codes" key. For each course of action, record each of the letter codes that help clarify what the participant actually did in response to the item.

To use the action codes correctly, ask your self 3 questions about each action:

1. Did the participant ask the secretary to perform the action or did he/she do it himself/herself? If he/she asked the secretary, write an "S" after the action number.
2. Did the participant mark something on the calendar or schedule a specific time or date for an activity in response to this item? If he/she did, write a "C" after the action number.
3. If the action involved communicating with someone, was it done via the phone (P), a memo (M), a face-to-face discussion (D), or rerouting a copy of the item (R). If the action involved communicating in one of these four ways, write the appropriate letter after the action number.

### ACTION CODES KEY

1. S - Asks or plans to ask the secretary to do something
2. C - Marks something on the calendar or schedules a time or day for something
3. P - Phones or plans to phone someone
- M - Drafts or describes the contents of a memo
- D - Plans to discuss something with someone in person
- R - Reroutes or sends a copy of something to someone

### EXAMPLE SCORING PROCEDURE

Item: Phone call from S. Vigilant

Response: Suzanne, call Vigilant and ask her what she wants.

The candidate has done Action 2: "Contact Vigilant". Therefore, we write down a 2. Next, ask the 3 questions about the details of the action. First, does the participant perform the action or ask the secretary to do it? The secretary is asked, so write an S next to the 2. Second, does the participant mark something on the calendar or schedule a time or date for the action? No, so do not write a C after the 2. Third, how is the communication to take place? It is by phone, so write a P after the 2. Therefore, this action is coded 2SP.

In this example, the participant took only one of the possible courses of action. Many in-basket responses will involve more than one action.

### QUESTIONS AND ANSWERS

The following questions and answers give rules about how to code the actions:

- Q: May I list a letter code by itself?  
 A: No, unless the letter is a C. Each letter code, except C must refer to an action number.
- Q: What do I do if the participant both phones and drafts a memo to the same person? Do I list one action with a PM after it or do I list two actions?  
 A: There are two separate actions. Lets assume the action is number 1. You would code this as 1P, 1M. Only one of the communication code letters (set number 3: P, M, D, R) may refer to a single action. For example, the code 1PM is invalid.
- Q: What do I do if the participant marks the item with a "D", meaning they intend to defer the item, but go on to respond to the item anyway?  
 A: Ignore the "D" and code the action that was taken. Similarly, ignore an "X" (throw away) if the participant responded to the item.
- Q: Sometimes the participant just writes "Noted", or "Taken into memory", or "Read this", or "File this". How do I code this?

- A: Because the participant is not really taking any action at this point in time, code this as a "Defer/No action".
- Q: What letter code do I use if the response is merely, "I will contact S. Vigilant", for example? That is, the mode of communication is not indicated.
- A: Omit the letter code for the mode of communication.
- Q: How should I code the response, "Plan to phone S. Vigilant to set up a meeting for midnight, 12/31"?
- A: There are two actions here, contacting by phone and contacting via discussion. Assuming the action number was 1, you would write 1PC, 1D. The C refers to the phone call since that is how the scheduling will be done (via phone).
- Q: How do I code the details of an action that already has some details? For example, how should I code the responses, (a) participant drafts a letter to Nugent (item 3, action 5), and (b) asks the secretary to draft a memo (her own words) to the staff (item 7 action 8)?
- A: Simply omit the letter codes that would be redundant. The first action would be coded as 5 (omitting the M), and the second action would be coded as 8 (omitting the SM).
- Q: What do I do when the response reflects two actions that overlap? For example, on item 10, how would I code the response, "I need to call a staff meeting to get more information about this situation"?
- A: List both actions, even when there is an overlap. In this example, you would list both 6 and 12.
- Q: May I use a letter code with the action "Has the secretary type (not draft) something"?
- A: No.
- Q: What do I do if the item is about a scheduled event (e.g., the lunch with Jack Jones) and the participant marks the event on the calendar without informing anyone that he/she plans to attend?
- A: Use the letter code C without paring it with an action number. Similarly, use the C code if the participant makes a note that he/she plans to attend an event but fails to notify anyone else.
- Q: Some actions start with phrases like, "Notes that ...", "Wants to ...", or "Expresses a desire to ...". For example, "Notes that this is not a problem". How explicit must the candidate be to get credit for this action?
- A: Very explicit. You should not have to assume anything.

- Q: For item 8, one of the actions says, "Relates to item 14". Do I give the participant credit if he/she simply clips the items together?
- A: Yes
- Q: Sometimes when a participant clips two or more items together he/she writes a response on only one of the items, even though the response is clearly intended to be carried out for the group of related items. What do I do?
- A: Treat each action as though it was performed for each of the related items. For example, if there are three items clipped together and the response is, "Call Aiken", the participant should get credit for the action, "Call Aiken" in response to each of the items.
- Q: What if the participant schedules the same meeting in response to several items?
- A: Give him/her credit for "discussing" in each item, but give credit for "scheduling" in only one item. The participant would still get the appropriate number code (plus D) for each item, but would only get a C on one item.
- Q: What do I do if the action taken is not listed?
- A: Pick the action on the list that most closely resembles the action that the participant took. If there is no action listed that even slightly resembles the participant's response, then do the following:
- (a) if there is at least one action that can be coded, then ignore the action that cannot be coded, or
  - (b) if it is the only action taken, write a brief description of it next to the item number.

IN-BASKET 1  
Possible Courses of Action

Item 1: Phone call from Jack Jones - lunch on first day.

1. Plans to discuss with Ogden on the way to the airport
2. Contacts Ogden
3. Contacts Jones to confirm lunch appointment
4. Contacts Jones to reschedule lunch
5. Contacts Jones to cancel lunch date
6. Contacts Jones to suggest they meet in subject's office
7. Contacts Jones to find out why he wants to meet for lunch
8. Contacts Jones for another, or unstated reason
9. Notes Jones' position
10. Wants to establish good relations with Jones
11. Expresses desire for more information
12. Defer/No action
13. Throw away

Item 2: Phone call from S. Vigilant - State's EEO officer.

1. Plans to discuss with Ogden on the way to the airport
2. Contacts Ogden
3. Contacts Vigilant
4. Notes that may need to work with Vigilant to solve problems
5. Wants to establish good relations with Vigilant
6. Contacts Jones
7. Delegates to Burns



8. Expresses desire for more information
9. Defer/No action
10. Throw away

Item 3: Memo from Suzanne about TV interview.

1. Plans to discuss with Ogden on the way to the airport
2. Contacts Ogden
3. Confirms appointment
4. Reschedules appointment
5. Cancels appointment
6. Drafts letter to Nugent
7. Reroutes item to head office
8. Contacts Burns
9. Has secretary type (not draft) something
10. Expresses desire for more information
11. Defer/No action
12. Throw away

Item 4: Memo from H. Edison - staff meetings.

1. Plans to discuss with Ogden on the way to the airport
2. Contacts Ogden
3. Contacts Edison
4. Contacts all staff to say that subject looks forward to working with them
5. Contacts staff to request their opinions
6. Request a staff meeting
7. Thanks Edison for the suggestion

8. Plans to have regular staff meetings
9. Asks secretary to DRAFT a memo (in her own words, without directing her what to say) to the staff
10. Has secretary type (not draft) something
11. Expresses desire for more information
12. Defer/No action
13. Throw away

Item 5: Phone call from Stafford's secretary - Personnel Managers' staff meeting.

1. Plans to discuss with Ogden on the way to the airport
2. Contacts Ogden
3. Confirms attendance
4. Cancels attendance
5. Contacts Aiken ordering him to attend the meeting
6. Contacts Stafford's secretary to inform her that someone else will be attending in the subject's absence
7. Asks Ogden to reschedule his staff meeting
8. Notes conflict with Ogden's staff meeting
9. Makes travel arrangements for the meeting
10. Obtains reports from previous meetings
11. Relates this item to Ogden's request for a five-year strategic plan
12. Sends a report instead of attending
13. Wants to reschedule the Personnel Managers' meeting
14. Wants to reschedule Ogden's staff meeting
15. Expresses desire for more information
16. Defer/No action

17. Throw away
18. Contacts Stafford

Item 6: Phone call from Mason - MANIP training program.

1. Plans to discuss with Ogden on the way to the airport
2. Contacts Ogden
3. Relates to item 15 (Aiken's memo - MANIP)
4. Relates to item 18 (Aiken's memo - own training)
5. Contacts Mason
6. Contacts Aiken
7. Contacts Loken
8. Plans to discuss with staff
9. Assigns some managers to the training program (without mentioning any names)
10. Assigns all managers to the training program
11. Assigns Burns to the training program
12. Assigns Aiken to the training program
13. Delegates to Aiken
14. Express desire for more information
15. Defer/No action
16. Throw away

Item 7: Gene Ponder's Performance Appraisal.

1. Plans to discuss with Ogden on the way to the airport
2. Contacts Ogden
3. Approves salary increase
4. Reviews the performance appraisal

5. Contacts Burns
6. Contacts Edison
7. Contacts Ponder
8. Plans to meet with Burns and Ponder together
9. Plans to contact payroll as soon as possible
10. Sends memo to staff members regarding performance appraisal procedures
11. Sends signed form to payroll
12. Thinks that his/her signature is not required on the form
13. Notes that Burns needs training in performance appraisal
14. Plans to review Burns other performance appraisals
15. Notes Burns lenient attitude toward absenteeism
16. Notes that the appraisal should have been done a long time ago
17. Notes that Ponder lacks motivation
18. Plans to ask Burns to help motivate Ponder
19. Plans to find out if Burns will be doing any performance appraisals in the near future
20. Has secretary type (not draft) something
21. Expresses desire for more information
22. Defer/No action
23. Throw away

Item 8: Memo from S. Loken - pencil thieves.

1. Plans to discuss with Ogden on the way to the airport
2. Contacts Ogden
3. Notes relation with item 14 (her complaint about others' working hours)

4. Notes relation with item 19 (her complaint about football pools)
5. Contacts Loken
6. Plans to discuss at a staff meeting
7. Contacts the staff (not at a staff meeting)
8. Notes that Loken is not handling the situation well
9. Notes that this is not a problem
10. Plans to trap the culprit if the problem persists
11. Asks Loken for a list of all supplies missing in the last few months and the value of each item
12. Expresses desire for more information
13. Defer/No action
14. Throw away

Item 9: Memo from G. Ogden - overdue plans and goals.

1. Plans to discuss with Ogden on the way to the airport
2. Contacts Ogden
3. Contacts all staff heads
4. Plans a staff meeting
5. Asks a specific person(s) that all necessary materials be ready on the first day
6. Asks supervisors (managers) to prepare all reports
7. Notes that this item is important
8. Expresses need to develop an ongoing procedure for completing reports
9. Plans to outline plans later
10. Outlines plans
11. Has secretary type (not draft) something

12. Expresses desire for more information
13. Defer/No action
14. Throw away

Item 10: Memo from B. Aiken - Loken refusing to approve a new hire.

1. Plans to discuss with Ogden on the way to the airport
2. Contacts Ogden
3. Contacts Loken
4. Contacts Aiken
5. Plans to discuss with Aiken and Loken together
6. Contacts the applicant
7. Plans to discuss at staff meeting
8. Asks Aiken and Loken to work out the problem themselves
9. Notes that the candidate should be hired
10. Asks Loken to hire the candidate
11. Asks Aiken to hire the candidate
12. Asks Loken to set up an interview between the candidate and the subject
13. Notes Aiken's attitude toward Loken's department
14. Notes that Loken might have a problem
15. Drafts letter to applicant
16. Expresses need to resolve the problem
17. Notes that if the applicant is hired, he/she could be sent to French Lick for training
18. Has secretary type (not draft) something
19. Expresses desire for more information
20. Defer/No action

21. Throw away

Item 11: Letter from Rep. Whitehurst - poor treatment of nephew.

1. Plans to discuss with Ogden on the way to the airport
2. Contacts Ogden
3. Contacts Burns
4. Contacts Loken
5. Contacts Aiken
6. Contacts Whitehurst
7. Contacts Kritzer
8. Plans to discuss at staff meeting
9. Obtains Kritzer's application
10. Plans to draft a letter to Whitehurst
11. Notes on calendar when Kritzer is expected
12. Delegates to Burns
13. Delegates to Loken
14. Has secretary type (not draft) something
15. Expresses desire for more information
16. Defer/No action
17. Throw away
18. Contacts Jones

Item 12: Memo from D. Ready - unutilized new employee.

1. Plans to discuss with Ogden on the way to the airport
2. Contacts Ogden
3. Contacts Burns

4. Plans to discuss with Ready and Fuddleston
5. Contacts Ready
6. Contacts Fuddleston
7. Contacts Jack Jones
8. Contacts Edison
9. Plans to discuss with Burns and Ready together
10. Places a copy of the memo in Ready's file
11. Expresses need to resolve the problem
12. Plans to hold the memo for several weeks
13. Desires more information about jobs within the department (off-the-wall-action)
14. Asks Burns to train Ready immediately
15. Transfers Ready to Edison's department
16. Delegates to Aiken
17. Expresses desire for more information
18. Defer/No action
19. Throw away

Item 13: Letter from Rev. Jones - poor treatment of son.

1. Plans to discuss with Ogden on the way to the airport
2. Contacts Ogden
3. Contacts Loken
4. Contacts Burns
5. Contacts Vigilant
6. Contacts Jack Jones
7. Contacts Rev. Jones son (the applicant)
8. Contacts Rev. Jones



9. Plans to discuss with Rev. Jones and his son
10. Plans to draft a letter to Rev. Jones later
11. Plans to draft a letter to Jones' son (the applicant) later
12. Notes that the memo is addressed to his predecessor
13. Sees this as unimportant
14. Delegates to Jack Jones
15. Delegates to Loken
16. Has secretary type (not draft) something
17. Expresses desire for more information
18. Defer/No action
19. Throw away

Item 14: Memo from S. Loken - others not adhering to scheduled working hours.

1. Plans to discuss with Ogden on the way to the airport
2. Contacts Ogden
3. Notes relation with item 8 (her complaint about missing pencils)
4. Notes relation with item 19 (her complaint about football pools)
5. Contacts Aiken
6. Contacts Burns
7. Contacts Edison
8. Contacts Loken
9. Plans to discuss with Burns and Loken together
10. Plans to discuss with Burns, Aiken, and Loken together
11. Plans to discuss at staff meeting

12. Thanks Loken for her concern
13. Asks staff to adhere to working hours
14. Outlines questions on problem to identify possible causes
15. Notes that Loken may be a problem
16. Delegates to Burns
17. Has secretary type (not draft) something
18. Expresses desire for more information
19. Defer/No action
20. Throw away

Item 15: Memo from B. Aiken - MANIP training program.

1. Plans to discuss with Ogden on the way to the airport
2. Contacts Ogden
3. Notes relation with item 6 (Mason's call about MANIP)
4. Notes relation with item 18 (his memo about own training program)
5. Contacts Aiken
6. Contacts Mason
7. Contacts Eager
8. Drafts a letter to Eager
9. Contacts staff
10. Plans to discuss at staff meeting
11. Plans to discuss with Ogden and Aiken together
12. Expresses need for goal setting within the department
13. Plans to ask for volunteers for the in-house training program

14. Asks Aiken to enroll some people in the MANIP training program
15. Delegates to Aiken
16. Expresses desire for more information
17. Defer/No action
18. Throw away

Item 16: Memo from H. Edison - job reclassification backlog.

1. Plans to discuss with Ogden on the way to the airport
2. Contacts Ogden
3. Relates to item 12 (Ready's complaint)
4. Contacts Burns
5. Contacts Edison
6. Plans to discuss with Burns and Edison together
7. Plans to discuss at staff meeting
8. Notes that Burns might have a problem
9. Asks Burns to help Edison with the reclassifications
10. Asks Edison to discuss with Burns
11. Transfers Ready to Edison's department
12. Transfers some of Burns people to ready's department
13. Transfers some people to Edison's department
14. Expresses desire for more information
15. Defer/No action
16. Throw away

Item 17: Unsigned letter - bribes for jobs.

1. Plans to discuss with Ogden on the way to the airport
2. Contacts Ogden
3. Contacts Aiken
4. Contacts Burns
5. Contacts Edison
6. Contacts Jack Jones
7. Contacts Loken
8. Plans to discuss at staff meeting
9. Contacts the interviewers (not the entire staff)
10. Contacts the entire staff
11. Notes that this is not important
12. Delegates to Burns
13. Delegates to Jack Jones
14. Delegates to Loken
15. Delegates to Ogden
16. Delegates to head office
17. Expresses desire for more information
18. Defer/No action
19. Throw away

Item 18: Memo from B. Aiken - own training program.

1. Plans to discuss with Ogden on the way to the airport
2. Contacts Ogden
3. Notes relation with item 6 (Mason's call about MANIP)
4. Notes relation with item 15 (his memo about MANIP)

5. Contacts Aiken
6. Contacts Mason
7. Plans to discuss at staff meeting
8. Asks for volunteers for the training program
9. Plans to assign managers to the training program
10. Expresses desire for more information
11. Defer/No action
12. Throw away

Item 19: Memo from Loken - complaint about football pools.

1. Plans to discuss with Ogden on the way to the airport
2. Contacts Ogden
3. Notes relation with item 8 (her complaint about missing pencils)
4. Notes relation with item 14 (her complaint about others' working hours)
5. Contacts Loken
6. Plans to discuss at staff meeting
7. Inform the staff that betting in the office will be prohibited
8. Notes that Loken is not handling the situation well
9. Notes that Loken might have a problem
10. Notes that this is not a problem
11. Notes the problem
12. Plans to set up some regulations on in office betting
13. Plans to put a notice on the bulletin board prohibiting in office betting
14. Expresses desire for more information

15. Defer/No action

16. Throw away

In-Basket 1Scoring KeyItem 1

Action Code	P&O	Lead	Perc	Dec	Deleg
C	1.00	0.00	0.00	0.00	0.00
10	-0.25	0.00	0.75	-0.25	0.00
11	0.25	0.00	0.25	0.75	0.00
12	-0.75	0.00	-0.50	-0.75	0.00
13	-0.75	-0.25	-1.00	-1.00	0.00
3	0.25	0.00	0.25	0.00	-0.25
3 C	0.50	0.00	0.25	0.00	-0.25
3 CD	0.75	0.25	0.25	0.25	0.00
3 CP	0.50	0.00	0.25	0.00	-0.25
3 CPS	0.50	0.00	0.25	0.00	0.75
3 CS	0.50	0.00	0.25	0.00	0.50
3 D	0.25	0.00	0.25	0.25	-0.25
3 M	0.25	0.00	0.25	0.00	-0.25
3 P	0.25	0.00	0.25	0.00	-0.25
3 PS	0.25	0.00	0.25	0.00	0.50
3 S	0.25	0.00	0.25	0.00	0.25
4	1.00	0.50	0.00	0.50	-0.25
4 C	1.00	0.50	0.50	0.50	-0.25
4 CM	1.00	0.25	0.50	0.50	-0.25
4 CP	1.00	0.25	0.50	0.50	-0.25
4 CPS	1.00	0.25	0.50	0.50	0.50
4 CS	1.00	0.25	0.50	0.50	0.50
4 D	1.00	0.25	0.50	0.75	-0.25
4 M	1.00	0.25	0.50	0.50	-0.25
4 P	1.00	0.25	0.50	0.50	-0.25
4 PS	1.00	0.25	0.50	0.50	0.75
4 S	1.00	0.25	0.50	0.50	0.75
5	0.50	0.00	-0.25	0.25	0.00
5 CS	0.50	0.00	-0.25	0.25	-0.25
5 P	0.50	0.00	-0.25	0.25	0.00
5 PS	0.50	-0.25	-0.25	0.25	-0.50
5 S	0.50	0.00	-0.25	0.25	-0.25
6	0.50	0.50	0.00	0.50	-0.25
6 C	0.75	0.50	0.00	0.00	-0.25
6 CP	0.75	0.50	0.00	0.50	-0.25
7	0.25	0.00	-0.25	1.00	0.00
7 CP	0.75	0.00	-0.25	1.00	-0.25
7 P	0.50	0.00	-0.25	1.00	0.00
8	0.00	0.00	-0.25	-0.25	0.00
8 C	0.25	0.00	-0.25	-0.25	0.00
8 CP	0.25	0.00	-0.25	-0.25	0.00
8 P	0.00	0.00	-0.25	-0.25	0.00
9	-0.25	-0.25	0.50	-0.50	0.00

Item 2

Action	Code	P&O	Lead	Perc	Dec	Deleg
	C	0.75	0.00	0.25	0.25	0.00
10		-0.25	-0.75	-1.00	-0.75	0.00
2		0.00	-0.25	0.50	0.50	0.00
2	D	0.00	-0.25	0.50	0.75	0.00
3	C	0.75	0.00	0.50	0.50	0.00
3	CP	1.00	0.25	0.50	0.50	0.00
3	CPS	1.00	0.25	0.50	0.75	0.50
3	CS	1.00	0.25	0.25	0.75	0.50
3	D	0.50	0.00	0.50	0.75	0.00
3	M	0.25	0.00	-0.25	0.75	0.00
3	MS	0.50	0.00	-0.25	0.25	-0.25
3	P	0.50	0.00	0.50	0.75	0.00
3	PS	0.50	0.00	0.50	0.50	0.50
4		-0.25	0.00	0.50	-0.25	0.00
5		-0.25	0.25	0.75	-0.25	0.00
5	D	0.00	0.25	0.75	0.25	0.00
6	D	0.25	0.25	0.25	-0.25	0.00
7		-0.25	-0.50	-0.25	-0.50	-0.50
8		0.25	0.25	0.25	0.75	0.00
8	C	0.75	0.25	0.25	0.50	0.00
8	S	0.50	0.25	0.25	0.25	0.00
9		-0.50	-0.50	-0.25	-0.50	0.00

Item 3

Action	Code	P&O	Lead	Perc	Dec	Deleg
	C	0.00	0.25	-0.25	0.00	0.00
1		0.25	0.00	0.50	1.00	0.00
1	C	0.75	0.00	0.25	1.00	0.00
1	D	0.50	0.00	0.50	1.00	0.00
1	M	0.00	0.00	0.25	0.50	0.00
1	S	0.25	0.25	0.25	0.50	0.25
10		-0.25	0.25	0.25	1.00	0.00
10	S	-0.25	0.25	0.25	0.75	0.25
11		-1.00	-0.50	-0.75	-0.75	-0.25
12		-1.00	-0.50	-1.00	-1.00	-0.25
2		0.00	0.00	0.25	1.00	0.00
2	D	0.00	0.00	0.25	1.00	0.00
2	PS	0.00	0.00	0.00	0.50	-0.25
2	S	0.00	0.00	0.00	0.25	-0.25
3		-0.25	0.25	0.25	0.25	0.00
3	C	0.00	0.25	0.25	0.25	0.00
3	CP	0.00	0.25	0.25	0.25	0.00
3	CPS	0.00	0.25	0.25	0.25	1.00
3	CS	0.00	0.25	0.25	0.25	1.00
3	M	-0.25	0.25	0.25	0.25	0.00
3	P	-0.25	0.25	0.25	0.25	0.00



3	S	-0.25	0.25	0.25	0.25	1.00
4		1.00	0.50	0.50	0.75	0.00
4	C	1.00	0.50	0.50	0.75	0.00
4	CM	1.00	0.50	0.50	0.75	0.00
4	CP	1.00	0.50	0.50	0.75	0.00
4	CPS	1.00	0.50	0.50	0.75	1.00
4	CS	1.00	0.50	0.50	0.75	0.75
4	P	1.00	0.50	0.50	0.75	0.00
4	PS	1.00	0.50	0.50	0.75	1.00
4	S	1.00	0.50	0.50	0.75	0.75
5		0.50	-0.25	-0.50	0.50	0.25
5	CPS	0.50	-0.25	-0.50	0.50	0.75
5	M	0.50	-0.25	-0.50	0.50	0.00
5	P	0.50	-0.25	-0.50	0.50	0.00
5	PS	0.50	-0.25	-0.50	0.50	1.00
5	S	0.50	-0.25	-0.50	0.50	1.00
6		0.00	0.25	0.00	0.50	0.00
6	S	0.25	0.25	0.00	0.50	0.50
7	RS	0.00	-0.75	-0.25	0.00	0.25
7	S	0.00	-0.75	-0.25	0.00	0.25

Item 4

Action	Code	P&O	Lead	Perc	Dec	Deleg
	C	0.75	0.50	0.25	0.25	0.00
10		0.00	0.25	0.00	0.25	1.00
10	M	0.00	0.50	0.00	0.25	1.00
11		0.00	0.50	0.00	0.25	1.00
12		-0.25	-0.50	-0.25	-0.75	0.00
13		-0.50	-0.75	-0.50	-1.00	0.00
3		0.00	0.00	0.50	0.00	0.00
3	CD	0.75	0.25	0.25	0.50	0.00
3	CM	0.75	0.25	0.25	0.25	0.00
3	CP	0.75	0.25	0.25	0.25	0.00
3	D	0.00	0.25	0.25	0.50	0.00
3	M	0.00	0.00	0.25	0.25	0.00
3	MS	0.00	0.00	0.25	0.25	0.75
3	P	0.00	0.00	0.25	0.25	0.00
3	PS	0.00	0.00	0.25	0.25	1.00
3	R	0.00	0.00	0.00	0.00	0.25
3	S	0.00	0.00	0.00	0.00	1.00
5		0.00	0.00	0.00	0.50	0.50
5	C	0.25	0.00	0.00	0.50	0.25
5	M	0.00	0.00	0.00	0.50	0.25
5	S	0.00	0.00	0.00	0.50	1.00
6		0.25	1.00	0.25	0.75	0.00
6	C	1.00	1.00	0.25	0.75	0.00
6	CD	1.00	1.00	0.25	0.75	0.00
6	CM	1.00	1.00	0.25	0.75	0.00
6	CMS	1.00	1.00	0.25	0.75	1.00
6	CS	1.00	1.00	0.25	0.75	1.00

6	M	0.25	1.00	0.25	0.75	0.00
6	S	0.25	1.00	0.25	0.75	1.00
7		0.00	0.00	1.00	0.00	0.00
7	C	0.25	0.00	1.00	0.00	0.00
7	M	0.00	0.00	1.00	0.00	0.00
7	P	0.00	0.00	1.00	0.00	0.00
7	S	0.00	0.00	0.75	0.00	0.50
8		0.75	1.00	0.25	0.50	0.00
8	C	1.00	1.00	0.25	0.50	0.00
8	CP	1.00	1.00	0.25	0.50	-0.25
8	CS	1.00	1.00	0.25	0.50	0.75
8	M	0.75	1.00	0.25	0.50	0.25
9		0.25	-0.25	-0.25	-0.25	0.00

Item 5

Action	Code	P&O	Lead	Perc	Dec	Deleg
	C	0.75	0.00	-0.25	0.00	0.00
1		0.00	0.00	0.50	0.50	0.00
1	C	0.50	0.00	0.50	0.50	0.00
1	D	0.00	0.00	0.50	0.50	0.00
1	P	0.00	0.00	0.50	0.50	0.00
11		0.25	0.00	0.75	0.00	0.00
11	C	0.25	0.00	0.75	0.00	0.00
13		0.00	-0.25	-0.25	-1.00	0.00
13	C	-0.25	-0.25	-0.25	-0.75	0.00
13	P	-0.25	-0.25	-0.25	-0.75	0.00
13	PS	-0.25	-0.25	-0.25	-0.75	-0.25
14		0.00	-0.25	0.00	-0.25	0.00
14	D	0.00	-0.25	0.00	0.00	0.00
15		0.00	0.00	0.25	0.75	0.00
15	P	0.00	0.00	0.25	0.75	0.00
15	S	0.00	0.00	0.25	0.75	0.25
16		-0.75	-0.25	-0.75	-0.75	-0.25
17		-0.75	-0.25	-0.75	-0.75	-0.25
18		0.00	0.00	0.50	0.50	0.00
18	CP	0.25	0.00	0.50	0.50	0.00
18	M	0.00	0.00	0.50	0.50	0.00
18	P	0.00	0.00	0.50	0.50	0.00
2		0.00	0.00	0.50	0.50	0.00
2	D	0.00	0.00	0.50	0.50	0.00
2	P	0.00	0.00	0.50	0.50	0.00
3		0.50	0.00	-0.25	0.25	0.00
3	C	0.50	0.00	-0.25	0.25	0.00
3	CP	0.50	0.00	-0.25	0.25	0.25
3	CPS	0.50	0.25	-0.25	0.25	0.75
3	P	0.50	0.00	-0.25	0.25	0.25
3	PS	0.50	0.25	-0.25	0.25	1.00
3	S	0.50	0.00	-0.25	0.25	0.75
4		0.25	-0.25	-0.50	-0.50	0.00
4	P	0.25	-0.25	-0.50	-0.50	0.00

4	PS	0.25	-0.25	-0.50	-0.50	0.50
4	S	0.00	-0.25	-0.50	-0.50	0.50
5		0.00	0.00	-0.25	-0.25	0.00
5	M	0.00	0.00	-0.25	-0.25	0.00
5	P	0.00	0.00	-0.25	-0.25	0.00
6		0.25	0.00	0.00	0.00	0.00
6	M	0.25	0.00	0.00	0.00	0.00
6	PS	0.25	0.00	0.00	0.00	0.25
7		0.00	0.00	-0.50	-0.75	0.00
7	C	0.25	0.00	-0.50	-0.75	0.00
7	CP	0.25	0.00	-0.50	-0.75	0.00
7	D	0.00	0.00	-0.50	-0.75	0.00
7	M	0.00	0.00	-0.50	-0.75	0.00
7	P	0.00	0.00	-0.50	-0.75	0.00
8		0.25	0.00	1.00	0.00	0.00
8	C	0.50	0.00	1.00	0.00	0.00
8	PS	0.25	0.00	1.00	0.00	0.75
8	S	0.25	0.00	1.00	0.00	0.50
9		0.75	0.00	-0.25	0.25	0.00
9	C	0.75	0.00	-0.25	0.25	0.00
9	CS	0.75	0.00	-0.25	0.25	1.00
9	S	0.75	0.00	-0.25	0.25	1.00

Item 6

Action	Code	P&O	Lead	Perc	Dec	Deleg
	C	0.75	0.00	0.00	0.25	0.00
1		0.25	0.00	0.00	0.75	0.00
1	P	0.00	0.00	0.00	0.50	0.00
10		0.00	0.25	-0.25	-0.50	0.25
10	CP	0.50	0.25	-0.25	-0.50	0.25
11		0.00	0.75	0.00	-0.25	0.25
11	M	0.00	0.50	0.00	-0.25	0.25
12		0.00	0.25	-0.75	-0.75	0.25
12	D	0.00	0.00	-0.75	-0.75	0.25
12	M	0.00	0.00	-0.75	-0.75	0.25
13		0.00	0.00	-0.25	-0.25	-0.50
13	R	0.00	0.00	-0.25	-0.25	-0.50
14		0.00	0.00	0.00	1.00	0.00
14	D	0.00	0.00	0.00	1.00	0.00
14	P	0.00	0.00	0.00	1.00	0.00
14	PS	0.00	0.00	0.00	1.00	1.00
14	S	0.00	0.00	0.00	1.00	1.00
15		-0.25	-0.50	-0.25	-0.25	0.00
15	C	0.25	-0.50	-0.25	-0.25	0.00
2	D	0.25	0.00	0.25	0.75	0.00
3		0.00	0.00	1.00	0.00	0.00
3	PS	0.00	0.00	1.00	0.00	0.75
4		0.00	0.00	1.00	0.00	0.00
5		0.00	0.00	0.25	0.50	0.00
5	C	0.75	0.00	0.25	0.50	0.00

5	CP	0.75	0.00	0.25	0.50	0.00
5	CPS	0.75	0.00	0.25	0.50	1.00
5	CS	0.75	0.00	0.25	0.50	0.75
5	D	0.00	0.00	0.25	0.50	0.00
5	P	0.00	0.00	0.25	0.50	0.00
5	PS	0.00	0.00	0.25	0.50	0.75
5	S	0.00	0.00	0.25	0.25	0.75
6		0.00	0.00	0.50	0.25	0.00
6	C	0.75	0.25	0.50	0.25	0.00
6	CD	0.75	0.25	0.50	0.50	0.00
6	D	0.00	0.00	0.50	0.50	0.00
6	M	0.00	0.00	0.25	0.25	0.00
6	MS	0.00	0.00	0.25	0.25	0.75
6	P	0.00	0.00	0.25	0.25	0.00
6	R	0.00	0.00	0.00	0.00	0.25
6	RS	0.00	0.00	0.00	0.00	0.25
6	S	0.00	0.00	0.25	0.25	0.25
7	D	0.00	0.00	0.25	0.50	0.00
7	MS	0.00	0.00	0.25	0.25	0.50
7	R	0.00	0.00	0.25	0.25	0.00
8		0.00	0.25	0.75	0.50	0.25
8	CD	0.75	0.25	0.75	0.50	0.25
8	D	0.00	0.25	0.75	0.50	0.25
9		-0.25	0.50	0.00	-0.25	0.00
9	D	-0.25	0.50	0.00	0.00	0.00
9	PS	-0.25	0.50	0.00	-0.25	-0.25
9	S	-0.25	0.25	0.00	-0.50	-0.25

Item 7

Action	Code	P&O	Lead	Perc	Dec	Deleg
	C	0.75	0.00	0.00	0.00	0.00
1		0.00	-0.50	0.00	0.25	0.00
11		0.00	0.25	0.00	0.50	0.00
11	S	0.00	0.25	0.00	0.25	0.50
12		-0.25	0.00	-0.50	0.00	0.00
13		0.00	0.25	0.75	0.00	0.00
13	D	0.00	0.50	0.75	0.00	0.00
14		0.00	0.25	0.25	0.50	0.00
15		0.00	0.25	1.00	0.00	0.00
16		0.00	0.00	1.00	0.00	0.00
16	P	0.00	0.25	1.00	0.25	0.00
2	P	0.00	-0.50	0.00	0.00	0.00
21		0.00	0.00	0.00	1.00	0.00
21	S	0.00	0.00	0.00	0.75	0.00
22		0.00	-0.75	-0.75	-0.75	0.00
23		0.00	-0.75	-1.00	-1.00	0.00
3		0.00	0.00	-0.25	-0.25	0.00
3	D	0.00	0.00	-0.25	-0.25	0.00
3	R	0.00	0.00	-0.25	-0.25	0.00

0.25	3	RS	0.00	0.00	-0.25	-0.25	-
	4		0.00	0.50	0.00	0.50	0.00
	4	C	0.75	0.50	0.00	0.25	0.00
	5		0.00	0.50	0.00	0.00	0.00
	5	CD	1.00	0.50	0.00	0.50	0.00
	5	CM	1.00	0.50	0.00	0.00	0.00
	5	CP	1.00	0.50	0.00	0.25	0.00
	5	CPS	1.00	0.50	0.00	0.25	0.75
	5	CS	1.00	0.50	0.00	0.25	0.75
	5	D	0.25	0.50	0.00	0.75	0.00
	5	M	0.25	0.75	0.00	0.25	0.00
	5	P	0.00	0.50	0.00	0.50	0.00
	5	PS	0.00	0.25	0.00	0.50	0.75
	5	R	0.00	0.25	-0.25	0.00	0.00
	5	RS	0.00	0.25	-0.25	0.00	0.25
	5	S	0.00	0.25	0.00	0.00	0.75
	6		0.00	0.00	-0.25	0.50	0.00
	6	D	0.00	0.00	-0.25	0.75	0.00
	6	R	0.00	0.00	-0.25	0.50	0.00
	6	RS	0.00	0.00	-0.25	0.50	0.75
	6	S	0.00	0.00	-0.25	0.50	0.75
	7		0.00	0.00	-0.25	0.50	0.75
	7	D	0.00	-0.50	-0.50	0.00	0.00
	7	M	0.00	-0.50	-0.50	-0.25	0.00
	7	P	0.00	-0.50	-0.50	0.00	0.00
	7	S	0.00	-0.50	-0.50	-0.25	0.25
	9		0.00	0.00	0.00	-0.25	0.00
	9	S	0.00	0.00	0.00	-0.25	0.50

Item 8

Action	Code	P&O	Lead	Perc	Dec	Deleg
	C	0.25	0.00	0.00	0.00	0.00
10		0.00	-0.25	-0.25	-0.50	0.00
11		0.00	-0.25	-0.25	0.00	0.25
12		0.00	-0.25	0.00	0.75	0.00
13		0.50	0.25	0.00	0.25	0.00
14		0.25	-0.25	-0.50	0.25	0.00
3		0.00	0.00	1.00	0.00	0.00
4		0.00	0.00	1.00	0.00	0.00
5		-0.25	-0.25	0.00	0.00	0.00
5	C	0.50	-0.25	0.00	0.00	0.00
5	CD	0.50	0.25	0.00	0.00	0.00
5	CM	0.50	-0.25	0.00	0.00	0.00
5	D	0.00	0.25	0.00	0.00	0.00
5	M	0.00	-0.25	0.00	0.00	0.00
5	MS	0.00	-0.25	0.00	0.00	0.25
5	P	0.00	0.00	0.00	-0.25	0.00
5	PS	-0.25	-0.25	0.00	-0.25	0.25
6		-0.25	0.25	-0.25	-0.25	0.00

6	C	0.50	0.25	-0.25	-0.25	0.00
6	D	-0.25	0.25	-0.25	-0.25	0.00
8		0.00	0.00	1.00	0.25	0.00
9		0.00	0.00	1.00	0.25	0.00

Item 9

Action	Code	P&O	Lead	Perc	Dec	Deleg
	C	0.75	0.00	0.25	0.25	0.00
1		0.00	0.00	0.25	1.00	0.00
1	C	0.75	0.00	0.25	1.00	0.00
1	CD	0.75	0.00	0.25	1.00	0.00
1	CP	0.75	0.00	0.25	1.00	0.00
1	D	0.00	0.00	0.25	1.00	0.00
1	M	0.00	0.00	0.25	0.75	0.00
10		0.50	0.50	0.00	0.25	0.00
10	M	0.50	0.50	0.00	0.25	0.00
11		0.00	0.25	0.00	0.25	1.00
11	M	0.00	0.25	0.00	0.25	1.00
11	MS	0.00	0.25	0.00	0.25	1.00
12		0.00	0.00	0.00	1.00	0.00
12	D	0.00	0.00	0.00	1.00	0.00
13		-0.50	-0.75	-1.00	-1.00	0.00
14		-0.25	-0.75	-1.00	-1.00	0.00
2		0.00	0.00	-0.25	0.50	0.00
2	D	0.00	0.00	-0.25	0.50	0.00
2	M	0.00	0.00	0.00	0.75	0.00
2	MS	0.00	0.00	0.00	0.75	0.75
2	P	0.00	0.00	0.00	1.00	0.00
3		0.00	0.50	0.25	0.75	0.00
3	C	0.75	0.75	0.25	0.75	0.00
3	CD	0.75	0.75	0.25	0.75	0.00
3	D	0.00	1.00	0.25	0.75	0.00
3	M	0.00	0.50	0.25	0.50	0.00
3	MS	0.00	0.50	0.25	0.50	0.50
3	P	0.00	0.75	0.25	0.50	-0.25
3	R	0.00	0.75	0.25	0.50	0.00
3	S	0.00	0.75	0.25	0.50	0.00
4		0.75	0.75	0.25	0.75	0.00
4	C	1.00	0.50	0.25	0.75	0.00
4	CM	1.00	0.50	0.25	0.75	0.00
4	CS	1.00	0.50	0.25	0.75	1.00
5		0.25	0.50	0.00	0.75	0.25
6		0.25	0.75	0.25	0.75	0.50
6	C	0.75	0.75	0.25	0.75	0.75
6	D	0.50	0.75	0.25	0.75	0.75
6	M	0.50	0.75	0.25	0.75	0.75
6	MS	0.50	0.75	0.25	0.75	1.00
6	P	0.75	0.75	0.25	0.75	0.75
7		0.00	0.00	1.00	-0.25	0.00
8	M	0.75	0.25	0.25	0.00	0.00

9		0.50	-0.25	0.00	0.00	0.00
9	C	0.75	0.00	0.00	0.00	0.00
<u>Item 10</u>						

Action Code	P&O	Lead	Perc	Dec	Deleg
C	0.00	0.00	0.00	0.00	0.00
1	0.00	-0.25	0.25	0.50	0.00
10	0.00	0.00	-0.50	-0.75	0.00
10 D	0.00	0.00	-0.50	-0.75	0.00
11	0.00	0.00	-0.50	-0.75	0.00
13	0.00	0.00	0.75	-0.25	0.00
13 D	0.00	0.00	0.75	-0.25	0.00
14	0.00	0.00	0.25	0.00	0.00
14 D	0.25	0.25	0.25	0.00	0.00
16	0.00	0.25	0.75	0.00	0.00
16 C	0.75	0.50	0.50	0.00	0.00
17	0.25	-0.25	0.75	-0.25	0.00
18	0.00	0.00	0.00	0.00	0.75
19	0.00	0.00	0.00	1.00	0.00
19 C	0.75	0.00	0.00	1.00	0.00
20	-0.25	-1.00	-0.25	-1.00	0.00
21	0.00	-1.00	-0.25	-1.00	0.00
3	0.00	0.00	0.00	0.50	0.00
3 C	1.00	0.00	0.00	0.75	0.00
3 CD	1.00	0.25	0.00	0.75	0.00
3 CP	1.00	0.25	0.00	0.75	0.00
3 CPS	1.00	0.00	0.00	0.75	0.75
3 CS	1.00	0.00	0.00	0.75	0.75
3 D	0.25	0.25	0.00	0.75	0.00
3 DS	0.25	0.25	0.00	0.50	0.75
3 M	0.00	0.00	0.00	0.75	0.00
3 MS	0.00	0.00	0.00	0.75	1.00
3 P	0.00	0.25	0.00	0.75	0.00
3 R	0.00	0.00	-0.25	0.00	-0.25
3 S	0.00	0.00	0.00	0.50	1.00
4	0.00	0.00	0.00	0.75	0.00
4 C	1.00	0.00	0.00	0.50	0.00
4 CD	1.00	0.25	0.00	1.00	0.00
4 CM	1.00	0.25	0.00	0.75	0.00
4 CMS	1.00	0.25	0.00	0.75	1.00
4 CP	1.00	0.25	0.00	0.75	0.25
4 CPS	1.00	0.00	0.00	0.50	1.00
4 CS	1.00	0.00	0.00	0.50	1.00
4 D	0.50	0.25	0.00	1.00	0.00
4 M	0.50	0.25	0.00	0.75	0.00
4 MS	0.25	0.25	0.00	0.75	1.00
4 P	0.25	0.50	0.00	0.75	0.00
4 S	0.25	0.00	0.00	0.50	1.00
5	0.25	0.50	0.25	0.25	0.25
5 C	1.00	0.50	0.25	0.25	0.25
5 CD	1.00	0.50	0.25	0.25	0.25
5 CS	1.00	0.50	0.25	0.25	0.50

5	D	0.50	0.50	0.25	0.25	0.25
5	DS	0.50	0.50	0.25	0.25	0.50
6		0.00	0.25	-0.50	0.00	0.00
6	D	0.00	0.25	-0.50	0.00	0.00
7		0.25	0.00	-0.25	-0.50	0.00
8		0.00	-0.50	-0.50	-0.50	0.00
8	P	0.00	-0.50	-0.25	-0.50	0.00
9		0.00	0.00	-0.25	-0.75	0.00

Item 11

Action Code	P&O	Lead	Perc	Dec	Deleg
C	0.75	0.00	0.00	0.00	0.00
10	0.25	0.25	0.50	0.25	0.00
10 D	0.25	0.25	0.25	0.50	0.00
10 M	0.25	0.25	0.25	0.50	0.00
10 S	0.25	0.25	0.25	0.50	0.50
11	0.75	-0.25	0.25	-0.25	0.00
12	0.00	-0.75	-0.25	-0.75	-0.50
12 R	0.00	-0.75	-0.25	-0.75	-0.75
13	0.00	-0.75	-0.25	-0.75	-0.75
13 M	0.00	-0.75	-0.25	-0.75	-0.75
13 R	0.00	-0.75	-0.25	-0.75	-1.00
13 RS	0.00	-0.75	-0.25	-0.75	-1.00
13 S	0.00	-0.75	-0.25	-0.75	-0.75
14	0.25	0.00	0.00	0.00	1.00
14 M	0.25	0.00	0.00	0.00	1.00
15	0.00	0.00	0.00	1.00	0.00
15 C	0.75	0.00	0.00	1.00	0.00
15 D	0.00	0.00	0.00	1.00	0.00
15 M	0.00	0.00	0.00	1.00	0.00
15 R	0.00	0.00	0.00	1.00	0.00
15 S	0.00	0.00	0.00	1.00	0.50
16	-0.25	-0.50	-0.75	-0.75	0.00
17	0.00	-0.50	-1.00	-1.00	0.00
18 D	0.00	0.00	0.25	0.75	0.00
18 F	0.00	0.00	0.25	0.75	0.00
18 ES	0.00	0.00	0.25	0.75	0.00
2 RS	0.00	0.00	-0.25	0.25	0.25
3	0.00	0.25	0.00	0.50	0.00
3 M	0.00	0.00	0.00	0.50	0.00
3 R	0.00	0.00	-0.50	0.50	-0.25
4	0.00	0.00	0.25	0.25	0.00
4 C	0.75	0.00	0.25	0.25	0.00
4 CD	1.00	0.50	0.25	0.25	0.00
4 D	0.25	0.50	0.25	0.25	0.00
4 M	0.00	0.25	0.25	0.50	0.00
4 MS	0.00	0.25	0.25	0.50	0.75
4 R	0.00	0.25	-0.25	0.50	-0.25
5 M	0.00	0.00	0.00	0.25	0.00
5 R	0.00	0.00	0.00	0.25	0.00



6		0.00	0.50	0.75	0.75	0.00
6	CM	0.75	0.50	0.75	0.75	0.00
6	CP	1.00	0.50	0.75	0.75	0.00
6	M	0.50	0.50	0.75	0.75	0.00
6	MS	0.25	0.50	0.75	0.75	0.25
6	P	0.00	0.50	0.75	0.75	0.00
6	PS	0.00	0.50	0.75	0.50	0.00
6	S	0.00	0.50	0.75	0.50	0.00
7	CD	0.50	0.25	0.50	0.00	0.25
7	D	0.00	0.25	0.50	0.25	0.00
7	P	0.00	0.25	0.50	0.25	0.00
7	PS	0.00	0.25	0.75	0.25	-0.25
8		0.25	0.75	0.25	0.50	0.00
9		0.25	0.00	0.25	1.00	0.00

Item 12

Action Code	P&O	Lead	Perc	Dec	Deleg
C	1.00	0.00	0.00	0.00	0.00
1	0.00	0.00	0.25	0.50	0.00
1 D	0.00	0.00	0.25	0.50	0.00
1 RS	0.00	0.00	-0.25	0.00	-0.25
1 S	0.00	0.00	0.00	0.00	-0.25
11	0.00	0.00	0.75	-0.25	0.00
11 C	1.00	0.00	0.75	-0.25	0.00
12	-0.25	-0.75	-1.00	-0.75	0.00
13	0.00	-0.25	0.00	0.25	0.00
13 C	0.50	-0.25	0.25	0.25	0.00
14	0.00	1.00	-0.25	0.50	0.25
14 D	0.25	1.00	0.00	0.75	0.25
14 M	0.25	1.00	0.00	0.50	0.25
15	0.00	0.75	0.25	0.25	0.00
17	0.00	0.00	0.25	1.00	0.00
17 S	0.00	0.25	0.25	1.00	0.75
18	-0.25	-1.00	-1.00	-1.00	0.00
19	0.00	-1.00	-1.00	-0.75	0.00
2	0.00	-0.25	0.25	0.50	0.00
2 D	0.00	0.00	0.25	0.50	0.00
3	0.00	0.50	0.25	0.25	0.00
3 C	1.00	0.50	0.25	0.25	0.00
3 CD	1.00	0.50	0.25	0.25	0.00
3 CDS	1.00	0.50	0.25	0.25	1.00
3 CM	1.00	0.50	0.25	0.25	0.25
3 CP	1.00	0.50	0.50	0.50	0.00
3 CPS	1.00	0.50	0.50	0.50	0.75
3 CS	1.00	0.50	0.50	0.50	1.00
3 D	0.00	0.50	0.50	0.50	0.00
3 DS	0.00	0.75	0.50	0.50	0.75
3 M	0.00	0.50	0.50	0.50	0.00
3 MS	0.00	0.75	0.50	0.50	1.00
3 P	0.00	0.50	0.50	0.50	0.00

3	R	0.00	0.50	0.50	0.50	0.00
3	S	0.00	0.75	0.50	0.25	1.00
4		0.00	0.25	-0.25	0.00	0.00
4	D	0.00	0.25	-0.25	0.00	0.00
4	P	0.00	0.25	-0.25	0.25	0.00
5		0.00	0.25	0.75	0.50	0.00
5	CD	1.00	0.50	0.75	0.50	0.00
5	CM	1.00	0.50	0.75	0.50	0.00
5	CP	1.00	0.50	0.75	0.50	0.00
5	CPS	1.00	0.50	0.75	0.50	1.00
5	CS	0.75	0.50	0.75	0.50	0.75
5	D	0.25	0.50	0.75	0.50	0.00
5	M	0.00	0.25	0.75	0.50	0.00
5	MS	0.00	0.50	0.75	0.50	0.75
5	P	0.00	0.25	0.75	0.50	0.25
5	PS	0.00	0.25	0.75	0.50	0.75
5	S	0.00	0.25	0.75	0.50	0.75
6		0.00	0.00	0.00	0.00	0.00
6	D	0.25	0.00	0.00	0.00	0.00
6	MS	0.00	0.25	0.00	0.00	0.25
8		0.00	0.00	0.00	0.00	0.00
8	M	0.00	0.00	0.00	0.00	0.25
9		0.00	0.75	-0.25	-0.25	0.00
9	C	1.00	0.75	-0.25	-0.25	0.00
9	CS	1.00	0.75	-0.25	-0.50	0.50
9	D	0.00	0.75	-0.25	0.00	0.00
9	M	0.00	0.75	-0.25	-0.25	0.00

Item 13

Action Code	P&O	Lead	Perc	Dec	Deleg
C	0.75	0.00	0.00	0.00	0.00
1	0.00	0.00	0.25	0.50	0.00
1 MS	0.00	0.25	0.25	0.00	-0.25
10	0.00	0.25	0.50	0.25	0.00
10 M	0.00	0.25	0.50	0.25	0.00
10 MS	0.00	0.25	0.50	0.25	0.50
10 S	0.00	0.50	0.50	0.25	0.50
11	0.00	0.25	0.50	0.00	0.25
12	0.00	0.00	0.50	0.00	0.00
13	0.00	-0.25	-1.00	-0.25	0.00
14	0.00	-0.25	0.00	-0.50	-0.50
14 CR	0.50	-0.25	0.00	-0.25	-0.50
14 M	0.00	-0.25	0.00	-0.25	-0.50
14 R	0.00	-0.25	0.00	-0.25	-0.50
14 RS	0.00	-0.25	0.00	-0.25	-0.50
14 S	0.00	-0.25	0.00	-0.25	0.00
15	0.00	-0.25	-0.50	-1.00	-1.00
15 D	0.00	-0.25	-0.50	-0.75	-1.00
15 R	0.00	-0.25	-0.50	-0.75	-1.00
15 RS	0.00	-0.25	-0.50	-0.75	-1.00

16		0.00	0.25	0.00	0.00	0.75
16	M	0.00	0.25	0.00	0.00	0.75
17		0.00	0.00	0.25	1.00	0.00
17	C	1.00	0.00	0.25	1.00	0.00
17	M	0.25	0.00	0.25	1.00	0.00
17	S	0.00	0.25	0.25	1.00	0.25
18		-0.25	-0.75	-1.00	-1.00	0.00
19		-0.25	-0.75	-1.00	-1.00	0.00
2	D	0.00	0.00	0.25	0.50	0.00
2	DS	0.00	0.00	0.25	0.25	0.25
2	M	0.00	0.00	0.25	0.25	0.00
2	PS	0.00	0.25	0.25	0.50	0.50
2	R	0.00	0.00	0.25	0.25	0.00
2	RS	0.00	0.00	0.25	0.25	0.50
3		0.00	0.25	0.25	0.75	0.00
3	CD	1.00	0.50	0.25	0.75	0.00
3	D	0.25	0.50	0.25	0.75	0.00
3	M	0.00	0.50	0.25	0.75	0.00
3	P	0.00	0.50	0.25	0.75	0.00
3	R	0.00	0.50	0.25	0.50	-0.25
3	S	0.00	0.75	0.25	0.75	0.75
4	D	0.00	0.00	0.25	0.25	0.00
4	M	0.00	0.00	0.25	0.25	0.00
4	R	0.00	0.00	0.25	0.25	0.00
6		0.00	0.25	0.75	1.00	0.00
6	CP	1.00	0.25	0.75	1.00	0.00
6	D	0.25	0.25	0.75	1.00	0.00
6	M	0.00	0.25	0.75	1.00	0.00
6	MS	0.00	0.50	0.75	1.00	0.75
6	P	0.25	0.25	0.75	1.00	0.00
6	PS	0.25	0.25	0.75	1.00	0.75
6	R	0.00	0.25	0.50	0.75	0.00
6	RS	0.00	0.25	0.50	0.75	0.75
6	S	0.00	0.25	0.75	1.00	0.50
7	D	0.00	0.25	0.75	0.00	0.00
7	P	0.00	0.25	0.50	0.00	0.00
8		0.00	0.25	0.50	1.00	0.00
8	CM	1.00	0.25	0.75	1.00	0.00
8	CP	1.00	0.25	0.75	1.00	0.00
8	D	0.25	0.25	0.75	1.00	0.00
8	M	0.00	0.25	0.75	1.00	0.00
8	MS	0.00	0.50	0.75	1.00	-0.25
8	P	0.25	0.25	0.75	1.00	0.00
8	PS	0.25	0.25	0.75	1.00	0.25
8	S	0.00	0.50	0.50	0.75	0.25
9		0.00	0.50	0.50	0.75	0.00
9	M	0.00	0.50	0.50	0.75	0.00

Item 14

Action Code	P&O	Lead	Perc	Dec	Deleg
-------------	-----	------	------	-----	-------

11		0.25	0.75	0.25	0.75	0.00
11	C	1.00	0.75	0.25	0.75	0.00
11	CS	1.00	1.00	0.25	0.75	-0.25
11	D	0.50	0.75	0.25	0.75	0.00
13		0.00	0.50	-0.25	0.50	0.00
13	M	0.00	0.50	-0.25	0.50	0.00
14		0.25	0.00	0.25	0.50	0.00
15		0.00	0.00	0.50	0.00	0.00
17		0.00	0.25	0.00	0.00	0.25
18		0.25	0.00	0.25	1.00	0.00
18	C	0.75	0.00	0.25	1.00	0.00
18	M	0.00	0.00	0.25	1.00	0.00
19		0.25	-0.50	-0.50	-0.50	0.00
20		0.00	-0.75	-1.00	-0.75	0.00
3		0.00	0.00	0.50	0.00	0.00
3	D	0.00	0.00	0.50	0.00	0.00
4		0.00	0.00	0.50	0.00	0.00
5		0.00	0.25	0.25	0.25	0.00
5	M	0.00	0.25	0.25	0.25	0.00
5	MS	0.00	0.50	0.25	0.25	0.25
5	P	0.00	0.25	0.25	0.25	0.00
6		0.00	0.00	0.25	0.00	0.00
6	CD	0.75	0.00	0.25	0.00	0.00
6	M	0.00	0.00	0.25	0.00	0.00
6	P	0.25	0.00	0.25	0.00	0.00
7		0.00	0.00	0.00	0.00	0.00
7	M	0.00	0.00	0.50	0.00	0.00
8		0.00	0.50	0.50	0.75	0.00
8	C	1.00	0.50	0.50	0.75	0.00
8	CD	1.00	0.50	0.50	0.75	0.00
8	CM	1.00	0.50	0.50	0.75	0.00
8	CP	1.00	0.50	0.50	0.75	0.00
8	CS	1.00	0.75	0.50	0.75	0.25
8	D	0.00	0.50	0.50	0.75	0.00
8	M	0.00	0.50	0.50	0.75	0.00
8	MS	0.00	0.75	0.50	0.75	0.25
8	S	0.00	0.75	0.50	0.75	0.25

Item 15

Action Code	P&O	Lead	Perc	Dec	Deleg
1	0.00	0.00	0.25	0.00	0.00
1 D	0.00	0.00	0.25	0.25	0.00
10	0.50	0.25	0.50	0.25	0.25
10 C	0.75	0.25	0.50	0.25	0.25
11	0.25	0.00	0.25	-0.25	0.00
11 D	0.25	0.00	0.25	-0.25	0.00
13	0.00	0.25	0.00	0.00	0.25
13 S	0.00	0.25	0.00	0.00	0.50
14	0.00	0.00	-0.75	-0.50	0.00
14 D	0.00	0.00	-0.50	-0.50	0.00

14	M	0.00	0.00	-0.50	-0.50	0.00
15		0.00	-0.50	-0.50	0.00	-0.75
15	M	0.00	-0.50	-0.50	0.00	-0.75
15	R	0.00	-0.50	-0.50	0.00	-0.75
16		0.00	0.25	0.00	0.50	0.00
16	D	0.00	0.25	0.00	0.50	0.00
16	S	0.00	0.25	0.00	0.50	0.50
17		-0.25	-0.75	-0.50	-0.75	0.00
18		-0.25	-0.75	-0.50	-0.75	0.00
2		0.00	-0.25	0.00	0.25	0.00
2	D	0.00	0.00	0.00	0.50	0.00
3		0.00	0.00	1.00	0.00	0.00
4		0.00	0.00	1.00	0.00	0.00
5		0.00	0.00	0.50	0.25	0.00
5	CD	0.75	0.00	0.50	0.25	0.00
5	CP	0.50	0.50	0.75	0.25	0.00
5	CPS	0.75	0.50	0.75	0.25	1.00
5	D	0.25	0.25	0.75	0.25	0.00
5	M	0.25	0.25	0.75	0.25	0.00
5	P	0.25	0.25	0.75	0.25	0.00
5	PS	0.25	0.25	0.75	0.25	1.00
5	S	0.25	0.25	0.75	0.25	1.00
6		0.00	0.00	0.50	0.25	0.00
6	P	0.00	0.00	0.50	0.25	0.00
7	M	0.00	0.00	0.50	0.50	0.00
7	PS	0.00	0.00	0.50	0.25	0.25
7	S	0.00	0.00	0.50	0.25	0.25
9		0.00	-0.25	0.00	0.00	0.00
9	D	0.00	-0.25	0.00	0.25	0.00
9	S	0.00	-0.25	0.00	0.00	0.50

Item 16

Action Code	P&O	Lead	Perc	Dec	Deleg
C	0.75	0.00	0.00	0.00	0.00
10	0.00	-0.25	-0.25	0.00	-0.25
10	M	0.00	-0.25	0.00	-0.25
11	0.00	0.75	0.50	0.50	0.00
12	-0.25	0.75	0.25	0.50	0.00
14	0.00	0.00	0.25	1.00	0.00
14	C	0.75	0.00	0.25	1.00
14	S	0.00	0.00	0.25	1.00
15	0.00	-1.00	-0.75	-0.75	0.00
16	0.00	-1.00	-0.75	-0.75	0.00
2	D	0.00	0.00	0.50	0.00
3	0.00	0.00	1.00	0.00	0.00
4	0.00	0.25	0.00	0.00	0.00
4	D	0.00	0.25	0.00	0.25
4	M	0.00	0.25	0.00	0.25
4	S	0.00	0.25	0.00	0.25
5	0.00	0.50	0.50	0.75	0.00

5	CD	1.00	0.50	0.50	0.75	0.00
5	CM	1.00	0.50	0.50	0.75	0.00
5	CS	1.00	0.50	0.50	0.75	0.75
5	D	0.00	0.50	0.50	0.75	0.00
5	M	0.00	0.50	0.50	0.75	0.00
5	MS	0.00	0.50	0.50	0.75	0.75
5	P	0.00	0.50	0.50	0.75	0.00
5	S	0.00	0.50	0.50	0.75	0.75
6		0.00	0.50	0.00	1.00	0.00
6	C	0.75	0.50	0.00	1.00	0.00
6	S	0.25	0.50	0.00	1.00	0.25
7		0.50	0.25	0.00	0.50	0.00
7	C	0.75	0.25	0.00	0.50	0.00
8		0.00	0.00	-0.25	0.00	0.00
9		0.00	0.75	0.25	0.00	0.25
9	D	0.25	0.75	0.25	0.00	0.25

Item 17

Action Code	P&O	Lead	Perc	Dec	Deleg
1	0.00	-0.25	0.25	0.25	0.00
11	0.00	0.00	-0.75	-0.50	0.00
13	0.00	-0.25	-0.25	-0.25	0.00
14	0.00	-0.25	0.00	-0.50	-0.50
14 M	0.00	-0.25	-0.25	-0.50	-0.25
14 R	0.00	-0.25	-0.25	-0.50	-0.25
15	0.00	0.00	-0.25	0.00	-0.25
17	0.00	0.00	0.25	0.50	0.00
17 C	0.50	0.00	0.25	0.50	0.00
17 S	0.00	0.00	0.25	0.50	0.00
18	0.25	-0.25	-0.50	-0.75	0.00
19	0.25	-0.25	-0.50	-0.75	0.00
2 D	0.00	0.00	0.25	0.25	0.00
3 RS	0.00	0.00	-0.25	0.25	0.00
4 R	0.00	0.00	-0.25	0.25	0.00
4 RS	0.00	0.00	-0.25	0.25	0.00
5 RS	0.00	0.00	-0.25	0.25	0.00
6 D	0.00	0.00	-0.25	0.75	0.00
6 MR	0.00	0.00	-0.25	0.75	0.00
7	0.00	0.00	0.25	1.00	0.00
7 CD	1.00	0.25	0.25	1.00	0.00
7 D	0.00	0.25	0.25	1.00	0.00
7 M	0.00	0.25	0.25	1.00	0.00
7 P	0.00	0.25	0.25	1.00	0.00
7 R	0.00	0.25	0.25	1.00	0.00
7 RS	0.00	0.25	0.25	1.00	0.50
7 S	0.00	0.25	0.25	0.75	0.25
8	0.50	0.25	0.25	0.25	0.00
8 C	0.75	0.25	0.25	0.25	0.00
8 CS	0.75	0.25	0.25	0.25	0.00
9 D	0.00	0.50	0.50	0.25	0.00

9	R	0.00	-0.25	-0.50	-0.50	0.00
---	---	------	-------	-------	-------	------

Item 18

Action Code	P&O	Lead	Perc	Dec	Deleg
C	0.50	0.00	0.00	0.00	0.00
1	0.00	-0.25	0.25	0.75	0.00
10	0.00	0.00	0.00	1.00	0.00
10 S	0.00	0.00	0.00	1.00	0.50
11	0.00	-0.75	-0.50	-0.75	0.00
12	0.00	-0.75	-0.50	-0.75	0.00
2	0.00	-0.25	0.00	0.50	0.00
2 CP	0.50	-0.25	0.00	0.50	0.00
2 D	0.00	-0.25	0.00	0.50	0.00
3	0.00	0.00	1.00	0.00	0.00
4	0.00	0.00	1.00	0.00	0.00
5	0.00	0.00	0.75	0.75	0.00
5 C	0.75	0.50	0.50	0.75	0.00
5 CD	0.75	0.50	0.50	0.75	0.00
5 CM	0.75	0.50	0.50	0.75	0.00
5 D	0.00	0.25	0.50	0.75	0.00
5 M	0.00	0.25	0.50	0.75	0.00
5 MS	0.00	0.25	0.50	0.75	0.75
5 P	0.00	0.25	0.50	0.75	0.00
6 M	0.00	0.00	0.25	0.00	0.00
7	0.25	0.50	0.50	0.75	0.25
7 C	1.00	0.50	0.50	0.75	0.25
7 D	0.50	0.25	0.25	0.50	0.25
8	0.00	0.00	0.00	0.75	0.00
8 M	0.00	0.00	0.00	0.75	0.00
9	0.25	0.75	0.00	0.00	0.00
9 C	0.75	0.75	0.00	0.00	0.00
9 D	0.25	0.75	0.00	0.00	0.00
9 M	0.25	0.75	0.00	0.00	0.00

Item 19

Action Code	P&O	Lead	Perc	Dec	Deleg
C	0.00	0.00	0.00	0.25	0.00
11	0.00	0.00	0.50	0.00	0.00
12	0.00	0.25	-0.75	-0.25	0.00
12 C	-0.25	0.25	-0.75	-0.25	0.00
12 M	0.00	0.25	-0.75	-0.25	0.00
13 M	0.00	0.25	-0.50	0.00	0.00
14	0.00	-0.25	-0.25	0.25	0.00
14 M	0.00	-0.25	-0.25	0.25	-0.25
14 MS	0.00	-0.25	-0.25	0.25	-0.25
14 S	0.00	-0.25	-0.25	0.25	-0.50
15	0.50	0.25	0.00	0.00	0.00
16	0.25	-0.25	-0.50	-0.25	0.00

3		0.00	0.00	1.00	0.00	0.00
4		0.00	0.00	1.00	0.00	0.00
5		0.00	0.25	0.50	0.00	0.00
5	C	0.75	0.25	0.50	0.00	0.00
5	CD	0.75	0.25	0.50	0.00	0.00
5	CM	0.75	0.25	0.50	0.00	0.00
5	D	0.00	0.25	0.50	0.00	0.00
5	M	0.00	0.25	0.50	0.00	0.00
5	P	0.00	0.25	0.50	0.00	0.00
6		0.25	0.00	0.50	0.00	0.00
6	C	0.50	0.00	0.50	0.00	0.00
6	D	0.25	0.00	0.50	0.00	0.00
7		0.00	0.00	-0.50	0.00	0.00
7	D	0.00	0.25	-0.50	0.00	0.00
7	M	0.00	0.25	-0.50	0.00	0.00
7	MS	0.00	0.25	-0.50	0.00	0.50
7	R	0.00	0.25	-0.50	0.00	0.00
9		0.00	0.00	0.75	0.00	0.00



In-Basket 1 ScoresParticipant: \_\_\_\_\_Date: \_\_\_\_\_

	<u>P&amp;O</u>	<u>Lead</u>	<u>Perc</u>	<u>Dec</u>	<u>Deleg</u>
<u>Item 1</u>					
<u>Item 2</u>					
<u>Item 3</u>					
<u>Item 4</u>					
<u>Item 5</u>					
<u>Item 6</u>					
<u>Item 7</u>					
<u>Item 8</u>					
<u>Item 9</u>					
<u>Item 10</u>					
<u>Item 11</u>					
<u>Item 12</u>					
<u>Item 13</u>					
<u>Item 14</u>					
<u>Item 15</u>					
<u>Item 16</u>					
<u>Item 17</u>					
<u>Item 18</u>					
<u>Item 19</u>					
<u>Sums</u>					

In-Basket 1 ScoresParticipant: \_\_\_\_\_Date: \_\_\_\_\_

Dimension Scores (column sums from previous page)

Planning &  
Organizing \_\_\_\_\_

Leadership \_\_\_\_\_

Perception \_\_\_\_\_

Decisiveness \_\_\_\_\_

Delegation \_\_\_\_\_

Overall Score In-Basket 1 (dimension sum) \_\_\_\_\_

## APPENDIX E:

In-Basket 2: Scoring Materials

## In-Basket 2

## Possible Courses of Action

Item 1: Letter from Ray Fowler - District Office Managers' meeting 11/7 in San Antonio.

1. Confirms attendance
2. Cancels attendance
3. Plans to discuss with Fowler on way to the airport
4. Makes travel arrangements
5. Obtains previous monthly reports
6. Plans to discuss at staff meeting
7. Contacts each staff member individually
8. Informs staff that monthly reports must be done soon
9. Plans to meet with Fowler most of the day
10. Expresses desire for more information
11. Defer / No action
12. Throw away
13. Contacts Fowler

Item 2: Memo from Post - staff not adhering to scheduled working hours.

1. Contacts Post
2. Contacts each staff member
3. Asks staff to adhere to set working hours
4. Plans to discuss at staff meeting
5. Asks Post to help subject evaluate the effectiveness of the office
6. Thanks Post for his concern with the problem
7. Contacts Burton Hanley

8. Contacts Fowler
9. Sees no problem as long as work is getting done
10. Expresses desire for more information
11. Defer / No action
12. Throw away

Item 3: Call from Post - lunch on first day.

1. Contacts Post
2. Accepts lunch
3. Declines lunch
4. Reschedules lunch
5. Notes that subject may be tied up with Fowler for lunch or all day
6. Expresses the desire to establish good working relations with Post
7. Notes conflict with other appointment
8. Defer / No action
9. Throw away

Item 4: Call from McGinnis - overdue U. C. report.

1. Notes relation to item 7 (note from Grange - overworked staff)
2. Contacts McGinnis
3. Contacts Grange
4. Contacts Fowler
5. Delegates to Grange
6. Plans to discuss at staff meeting
7. Sets deadlines for Grange to have reports in
8. Apologizes to McGinnis for the delay

9. Plans to do reports soon
10. Plans to do some problem solving/goal setting with Grange
11. Notes that this is an indication of a larger problem
12. Asks staff to submit reports
13. Apologizes to McGinnis for secretary's comment "they want too many reports"
14. Discusses secretary's comment with her
15. Notes that secretary's comment was inappropriate
16. Expresses desire for more information
17. Defer / No action
18. Throw away

Item 5: Letter from Gonzales - visa backlog and procedures.

1. Notes relation with item 15 (letter from Cooper)
2. Contacts Gonzales
3. Contacts Eggleston
4. Contacts Fowler
5. Has secretary draft (in her own words) a letter to Gonzales
6. Asks Gonzales for help/suggestions
7. Invites Gonzales to meet with the staff
8. Notes that Gonzales would be a big help
9. Wants to establish a good working relation with Gonzales
10. Delegates to Eggleston
11. Follows up on any delegation
12. Thanks Gonzales for input

13. Arranges a meeting with Eggleston, Cooper, Gonzales, and subject to discuss procedures
14. Sets up meeting with Gonzales' staff and Eggleston
15. Plans to discuss at staff meeting
16. Asks Eggleston to have Gonzales send staff to work on problem
17. Plans to request temporary additional staff at district managers' meeting Nov. 7
18. Contacts Cooper
19. Expresses desire for more information
20. Defer / No action
21. Throw away

Item 6: Memo from Grange - overloaded U. C. staff.

1. Notes relation with item 4 (McGinnis' complaint about the overdue report)
2. Contacts Grange
3. Contacts Fowler
4. Tells Grange to make arrangements for more help
5. Makes arrangements for more help
6. Plans to discuss at staff meeting
7. Notes that this is a serious problem
8. Thanks Grange for bringing this into the open
9. Expresses desire for more information
10. Defer / No action
11. Throw away

Item 7: Memo from Henneman - negative about her boss (Post) and asking for a transfer.

1. Contacts Post

2. Contacts Henneman
3. Contacts Fowler
4. Wants to observe Post before passing judgment
5. Notes that Henneman may have a problem
6. Notes Post may have a problem
7. Notes that the item is unimportant
8. Places a copy of the memo in Post's file
9. Expresses the need to resolve the problem
10. Expresses desire for more information
11. Defer / No action
12. Throw away

Item 8: Letter from Fowler - monthly report due.

1. Contacts Fowler
2. Contacts supervisors
3. Has the supervisors prepare the reports
4. Notes that these reports are the staffs' responsibility
5. Plans to discuss the reports at a staff meeting
6. Notes that this is an important item
7. Asks the supervisors to put more effort into doing their reports (overtime, extra days, etc.)
8. Asks that reports be ready on the first day
9. Expresses the need to develop an ongoing procedure for completing these reports
10. Asks secretary to get the last report
11. Asks secretary not to schedule anything for the rest of the day so that subject can work on the problem all day
12. Sketches out plan to give to Fowler



13. Plans to put report together later
14. Expresses desire for more information
15. Defer / No action
16. Throw away
17. Delegates to Grange
18. Delegates to Post

**Item 9: Letter drafted by Ralph Post - an employee's EEO complaint.**

1. Contacts Post
2. Contacts Milford
3. Contacts Fowler
4. Contacts Hargrove
5. Plans to have Post re-write the letter
6. Returns the letter to Post
7. Re-writes the letter
8. Asks to see Hargrove's file
9. Shows Fowler the letter
10. Files the letter
11. Doesn't sign the letter
12. Notes that the letter is inappropriate
13. Plans to follow up on the letter
14. Expresses the need to understand Post's problem
15. Wants to observe Hargrove personally
16. Expresses desire for more information
17. Defer / No action
18. Throw away

19. Signs letter

Item 10: Copy of letter to Guest from Kraft - U. C. application problems.

1. Contacts Kraft
2. Contacts Guest
3. Contacts Fowler
4. Asks Kraft the findings of investigation
5. Notes that the investigation identifies problems in Guest's unit
6. Tells Guest to request help from Kraft's staff
7. Notes that this is an important item
8. Expresses the desire to obtain help from the Procedure Specialists
9. Plans to follow up on the letter
10. Notes that this is Guest's responsibility
11. Delegates to Guest
12. Plans to discuss at staff meeting
13. Expresses the desire for more information
14. Defer / No action
15. Throw away

Item 11: Letter from Greenburg - wanting input on material not indicated elsewhere.

1. Contacts Greenburg
2. Contacts Milligan
3. Plans a staff meeting
4. Sends a letter to all staff
5. Asks staff for input to letter
6. Apologizes to Greenburg for delay

7. Notes that the supervisors have enough knowledge to provide input
8. Delegates to Milligan
9. Assures Greenburg that she will have materials soon
10. Asks Gray for her input
11. Expresses desire for more information
12. Defer / No action
13. Throw away

Item 12: Memo from Gray - for day off.

1. Notes the relation with item 16 (absenteeism report)
2. Contacts Gray
3. Discuss accrued time leave and other options with Gray
4. Denies day off
5. Approves day off
6. Notes that days off will not be funeral days
7. Notes that day off will be without pay
8. Asks Gray to arrange for a replacement that day
9. Notes that Gray an absenteeism problem
10. Notes that she will have to see sister after work
11. Notes that Gray is needed in the office
12. Notes that Gray is a problem employee
13. Notes that the memo was addressed to predecessor
14. Expresses the need for more information
15. Defer / No action
16. Throw away

Item 13: Memo from Grange - applicant's EEO complaint.

1. Contacts Grange
2. Contacts Guest
3. Plans to discuss at a staff meeting
4. Tells Grange contact Burton's office for assistance
5. Delegates to Grange
6. Tells Grange to investigate
7. Contacts Fowler
8. Suggests the EEOC be contacted
9. Notes that this is not important
10. Notes this may be a bona fide occupational qualification
11. Expresses desire for more information
12. Defer / No action
13. Throw away

Item 14: Memo from Eggleston - complaint about "Steve's" absenteeism.

1. Contacts Eggleston
2. Contacts Fowler
3. Suggests Eggleston refer the employee to the Employee Assistance Program
4. Notes that Eggleston is not handling the situation well
5. Notes that this is not important
6. Plans to discuss at a staff meeting
7. Tells Eggleston to meet with Steve to try and work out problem
8. Expresses desire for more information

9. Defer / No action
10. Throw away
11. Contacts Steve
12. Fires Steve

Item 15: Letter from Cooper - visa procedure visit.

1. Contacts Cooper
2. Contacts Eggleston
3. Notes conflict with the District Office Managers' meeting in San Antonio
4. Reschedules the visit
5. Cancels the visit
6. Confirms the visit
7. Notes that they could meet in San Antonio before the other meeting
8. Tells Cooper to meet with Eggleston
9. Tells Cooper there is a conflict with another meeting
10. Apologizes to Cooper
11. Notes that the meeting with Cooper would be informative
12. Expresses the desire to attend Cooper's meeting
13. Plans to follow up on the Eggleston-Cooper meeting
14. Asks Cooper if she would like to meet with Eggleston
15. Notes the old date - the letter was addressed to the predecessor
16. Notes the relation with item 5 (alien visa problem)
17. Contacts Fowler
18. Expresses desire for more information

19. Defer / No action
20. Throw away
21. Cancels managers' meeting

Item 16: Absenteeism report for September

1. Notes relation with item 12 (Gray's request for day off)
2. Plans to discuss at staff meeting
3. Contacts all supervisors
4. Plans to discuss the absenteeism problem with Gray
5. Notes Gray has many absentee days
6. Contacts payroll to deduct the 2 days Gray plans to miss
7. Authorizes pay for Gray's two days off
8. Notes that this is a serious problem
9. Expresses desire for more information
10. Defer / No action
11. Throw away

Item 17: Memo from Safety Services - Safety Violations.

1. Contacts Fowler
2. Contacts Pollup
3. Plans to discuss at a staff meeting
4. Contacts all supervisors
5. Plans to select a safety advisor to report to subject or Fowler about situation
6. Plans to organize a committee to investigate the problem
7. plans to hold a fire drill

8. Contacts maintenance to fix the problems
9. Asks Gray to get light fixed
10. Asks Grange to move boxes
11. Asks Grange to move secretary's extension cord
12. Asks each supervisor to designate a person to learn safety procedures
13. Contacts Burton Hanley
14. Expresses desire for more information
15. Defer / No action
16. Throw away

In-Basket 2Scoring KeyItem 1

Action	Code	P&O	Lead	Perc	Dec	Deleg
	C	1.00	0.00	0.00	0.00	0.00
1		0.50	0.00	0.00	0.00	0.00
1	C	1.00	0.00	0.00	0.00	0.00
1	CP	1.00	0.00	0.00	0.00	0.00
1	CPS	1.00	0.00	0.00	0.00	0.50
1	CS	1.00	0.00	0.00	0.00	0.50
1	P	0.75	0.00	0.00	0.00	0.00
10		0.25	0.00	0.25	0.50	0.00
10	S	0.25	0.00	0.25	0.50	0.50
11		-0.50	0.00	0.00	0.00	0.00
12		-0.75	0.00	-0.25	-0.50	0.00
13		0.25	0.00	0.00	0.25	0.00
13	P	0.25	0.00	0.00	0.25	0.00
13	PS	0.25	0.00	0.00	0.25	0.00
2		-0.25	0.00	-0.50	-0.75	0.00
2	S	0.00	0.00	-0.50	-0.75	0.50
3		0.50	0.00	0.50	0.25	0.00
4		0.75	0.00	0.25	0.00	0.00
4	C	0.75	0.00	0.25	0.00	0.00
4	CS	0.75	0.00	0.25	0.00	0.50
4	S	0.75	0.00	0.25	0.00	0.50
5		0.25	0.00	0.50	0.50	0.00
6		0.50	0.00	0.25	0.00	0.00
6	C	0.50	-0.25	0.25	0.00	0.00

Item 2

Action	Code	P&O	Lead	Perc	Dec	Deleg
	C	1.00	0.00	0.00	0.00	0.00
1		0.25	0.00	0.25	0.25	0.00
1	C	1.00	0.00	0.25	0.25	0.00
1	CD	1.00	0.00	0.50	0.25	0.00
1	CP	1.00	0.00	0.50	0.25	0.00
1	CS	1.00	0.00	0.25	0.25	0.25
1	D	0.25	0.00	0.50	0.25	0.00
1	DS	0.25	0.00	0.50	0.25	0.50
1	M	0.25	0.00	0.25	0.25	0.00
1	MS	0.25	0.00	0.25	0.25	0.25
1	P	0.25	0.00	0.50	0.25	0.00
1	PS	0.25	0.00	0.25	0.25	0.50
1	S	0.25	0.00	0.25	0.25	0.50
10		0.25	0.00	0.25	0.50	0.00
11		-0.25	0.00	0.00	0.00	0.00



12		-0.25	-0.25	-0.50	0.00	0.00
2		0.25	0.25	0.00	0.00	0.00
2	C	0.75	0.25	0.00	0.00	0.00
2	CMS	0.75	0.25	0.00	0.25	0.50
2	M	0.25	0.25	0.00	0.25	0.00
2	MS	0.25	0.25	0.00	0.25	0.50
2	S	0.25	0.25	0.00	0.00	0.50
3		0.00	0.50	0.00	0.75	0.00
3	M	0.00	0.50	0.00	0.75	0.00
4		0.50	0.25	0.00	0.25	0.00
4	C	1.00	0.25	0.00	0.25	0.00
4	CS	1.00	0.25	0.00	0.25	0.00
4	D	0.50	0.25	0.00	0.25	0.00
4	MS	0.50	0.25	0.00	0.25	0.50
4	S	0.50	0.25	0.00	0.25	0.50
5		0.00	0.25	-0.25	0.00	0.50
5	M	0.00	0.25	-0.25	0.00	0.50
6		0.00	0.25	0.50	0.00	0.00
7		0.25	-0.25	0.25	0.25	0.00
7	C	0.50	-0.25	0.25	0.25	0.25
7	M	0.25	-0.25	0.25	0.25	0.00
7	P	0.25	-0.25	0.25	0.25	0.00
8		0.25	0.00	0.00	0.25	0.00
8	D	0.25	0.00	0.00	0.25	0.00
8	M	0.25	0.00	0.00	0.25	0.00
9		-0.25	0.00	-1.00	-0.25	0.00

Item 3

Action	Code	P&O	Lead	Perc	Dec	Deleg
1		0.25	0.00	0.25	0.00	0.00
1	CDS	1.00	0.00	0.25	-0.25	0.50
1	CP	1.00	0.00	0.25	-0.25	0.00
1	CPS	1.00	0.00	0.25	-0.25	0.50
1	CS	1.00	0.00	0.25	-0.25	0.50
1	M	0.25	0.00	0.25	0.00	0.00
1	MS	0.25	0.00	0.25	0.00	0.50
1	P	0.25	0.00	0.25	0.00	0.00
1	PS	0.25	0.00	0.25	0.00	0.50
1	S	0.25	0.00	0.25	0.00	0.50
10		-0.25	0.00	-1.00	-0.25	0.00
2		-0.50	0.25	-0.50	-0.75	0.00
2	C	-0.50	0.25	-0.50	-0.75	0.00
2	CS	-0.50	0.25	-0.50	-0.75	0.50
2	D	-0.50	0.25	-0.50	-0.75	0.00
2	S	-0.50	0.25	-0.50	-0.75	0.50
3		0.50	0.00	0.25	0.75	0.00
3	CS	0.75	0.00	0.25	0.75	0.50
3	PS	0.50	0.00	0.25	0.75	0.25
3	S	0.50	0.00	0.25	0.75	0.50
4		0.75	0.25	0.50	1.00	0.00

4	C	1.00	0.25	0.50	1.00	0.00
4	CPS	1.00	0.25	0.50	1.00	0.50
4	CS	1.00	0.25	0.50	1.00	0.50
4	P	0.75	0.25	0.50	1.00	0.00
4	PS	0.75	0.25	0.50	1.00	0.50
4	S	0.75	0.25	0.50	1.00	0.50
5		0.25	0.00	0.75	0.00	0.00
7		0.25	0.00	0.75	0.00	0.00
8		0.25	0.00	0.25	0.50	0.00
8	D	0.25	0.00	0.25	0.50	0.00
9		-0.50	0.00	-0.75	-0.25	0.00

Item 4

Action	Code	P&O	Lead	Perc	Dec	Deleg
1		0.00	0.00	1.00	0.00	0.00
1	CP	0.50	0.00	1.00	0.00	0.00
1	P	0.00	0.00	1.00	0.00	0.00
1	RS	0.00	0.00	1.00	0.00	0.50
10		0.50	0.75	0.25	0.00	0.00
12	P	0.25	0.50	0.00	0.00	0.75
12	S	0.25	0.50	0.00	0.00	0.75
14		0.00	0.75	0.25	0.00	0.00
14	CD	0.50	0.75	0.25	0.00	0.00
14	M	0.00	0.75	0.25	0.00	0.00
15		0.00	0.00	0.75	0.00	0.00
16		0.00	0.00	0.25	0.50	0.00
16	S	0.25	0.00	0.25	0.50	0.50
17		-0.25	-0.25	-0.25	-0.75	0.00
18		-0.25	-0.25	-0.50	-1.00	0.00
2		0.25	0.25	0.00	0.50	0.00
2	CD	0.75	0.25	0.00	0.50	0.00
2	CP	1.00	0.25	0.00	0.50	0.00
2	D	0.50	0.25	0.00	0.50	0.00
2	M	0.25	0.25	0.00	0.50	0.00
2	P	0.25	0.25	0.00	0.50	0.00
2	PS	0.25	0.25	-0.25	0.50	0.00
3		0.25	0.00	0.50	0.25	0.00
3	C	0.75	0.00	0.50	0.25	0.00
3	CD	1.00	0.00	0.50	0.25	0.25
3	CDS	1.00	0.00	0.50	0.25	0.50
3	CP	0.75	0.00	0.50	0.25	0.00
3	D	0.25	0.00	0.50	0.25	0.25
3	M	0.25	0.00	0.50	0.25	0.25
3	MS	0.25	0.00	0.50	0.25	0.50
3	P	0.25	0.00	0.50	0.25	0.00
3	R	0.25	0.00	0.50	0.25	0.25
3	S	0.25	0.00	0.50	0.25	0.50
4		0.25	0.00	0.00	-0.25	0.00
5		0.00	0.25	0.00	0.00	0.75
5	C	0.50	0.25	0.00	0.00	0.75

5	D	0.00	0.25	0.00	0.00	0.75
5	M	0.00	0.25	0.00	0.00	0.75
5	R	0.00	0.25	0.00	0.00	0.75
5	RS	0.00	0.25	0.00	0.00	0.75
6		0.50	0.25	-0.25	0.00	0.00
7		0.75	0.75	0.00	0.50	0.50
8		0.00	0.25	0.50	0.00	0.00
8	P	0.00	0.25	0.50	0.00	0.00
9		0.50	0.00	0.00	0.25	0.00
9	C	1.00	0.00	0.00	0.25	0.00
9	D	0.50	0.00	0.00	0.25	0.00
9	S	0.50	0.00	0.00	0.25	0.25

Item 5

Action	Code	P&O	Lead	Perc	Dec	Deleg
	C	1.00	0.00	0.00	0.00	0.00
1		0.00	0.00	1.00	0.00	0.00
1	M	0.00	0.00	1.00	0.00	0.00
1	S	0.00	0.00	1.00	0.00	0.50
10		0.00	0.00	0.25	0.00	1.00
10	R	0.00	0.00	0.25	0.00	1.00
11		0.50	0.50	0.00	0.25	0.25
12		0.00	0.25	0.50	0.00	0.00
13		0.75	0.75	0.25	0.50	0.00
14		0.75	0.25	0.00	0.50	0.50
14	C	1.00	0.25	0.00	0.50	0.50
14	CS	1.00	0.25	0.00	0.50	0.75
14	S	1.00	0.25	0.00	0.50	0.75
15		0.50	0.25	0.00	0.00	0.00
15	C	0.75	0.25	0.00	0.00	0.00
16		0.00	0.00	0.00	0.50	1.00
16	P	0.00	0.00	0.00	0.50	1.00
18		0.25	0.00	0.00	0.25	0.00
18	D	0.25	0.00	0.25	0.25	0.00
18	PS	0.25	0.00	0.25	0.25	0.00
19		0.25	0.00	0.25	0.50	0.00
19	S	0.25	0.00	0.25	0.50	0.00
2		0.50	0.00	0.00	0.25	0.00
2	C	1.00	0.00	0.00	0.25	0.00
2	CD	1.00	0.00	0.25	0.25	0.00
2	CDS	1.00	0.00	0.25	0.25	0.50
2	CM	1.00	0.00	0.00	0.25	0.00
2	CP	1.00	0.00	0.00	0.25	0.00
2	CPS	1.00	0.00	0.00	0.25	0.50
2	CS	1.00	0.00	0.00	0.25	0.25
2	D	0.25	0.00	0.25	0.25	0.00
2	DS	0.25	0.00	0.25	0.25	0.50
2	M	0.25	0.00	0.00	0.25	0.00
2	MS	0.25	0.00	0.00	0.25	0.50
2	P	0.25	0.00	0.00	0.25	0.00

2	PS	0.25	0.00	0.00	0.25	0.50
2	S	0.25	0.00	0.00	0.25	0.50
20		0.00	-0.50	-0.25	-0.75	0.00
3		0.25	0.25	0.25	0.00	0.00
3	C	0.75	0.25	0.25	0.00	0.00
3	CD	0.75	0.25	0.25	0.00	0.00
3	CP	0.75	0.25	0.25	0.00	0.00
3	CS	0.75	0.25	0.25	0.00	0.50
3	D	0.25	0.25	0.25	0.00	0.00
3	DS	0.25	0.25	0.25	0.00	0.50
3	M	0.25	0.25	0.25	0.00	0.00
3	P	0.25	0.25	0.25	0.00	0.00
3	PS	0.25	0.25	0.25	0.00	0.50
3	R	0.25	0.25	0.25	0.00	0.25
3	RS	0.25	0.25	0.25	0.00	0.50
3	S	0.25	0.25	0.25	0.00	0.50
4		0.25	0.25	0.00	0.00	0.00
4	D	0.25	0.25	0.25	0.00	0.00
4	M	0.25	0.25	0.00	0.00	0.00
6		0.25	0.25	0.00	0.25	0.00
6	C	0.75	0.25	0.00	0.25	0.00
7		0.25	0.25	0.00	0.25	0.00
7	C	1.00	0.25	0.00	0.25	0.00
7	CS	1.00	0.25	0.00	0.25	0.50
7	M	0.25	0.25	0.00	0.25	0.00
7	P	0.25	0.25	0.00	0.25	0.00
7	S	0.25	0.25	0.00	0.25	0.50
8		0.25	0.00	0.50	0.00	0.00
9		0.25	0.00	0.50	0.00	0.00

Item 6

Action Code	P&O	Lead	Perc	Dec	Deleg
1	0.00	0.00	1.00	0.00	0.00
10	-0.50	-0.50	-0.25	-0.50	0.00
10 D	-0.50	-0.50	0.00	-0.50	0.00
11	-0.50	-0.75	-0.50	-1.00	0.00
2	0.25	0.00	0.00	0.25	0.00
2 C	1.00	0.00	0.00	0.25	0.00
2 CD	1.00	0.00	0.25	0.25	0.00
2 CDS	1.00	0.00	0.25	0.25	0.50
2 CMS	1.00	0.00	0.25	0.25	0.50
2 CP	1.00	0.00	0.00	0.25	0.00
2 CPS	1.00	0.00	0.00	0.25	0.50
2 CS	1.00	0.00	0.00	0.25	0.50
2 D	0.25	0.00	0.25	0.25	0.25
2 M	0.25	0.00	0.00	0.25	0.00
2 MS	0.25	0.00	0.00	0.25	0.50
2 P	0.25	0.00	0.00	0.25	0.00
2 PS	0.25	0.00	0.00	0.25	0.50
2 S	0.25	0.00	0.00	0.25	0.50

3		0.25	0.25	0.00	0.50	0.00
3	D	0.25	0.25	0.25	0.50	0.00
3	M	0.25	0.25	0.00	0.50	0.00
3	R	0.25	0.00	0.00	0.50	0.25
4		0.00	0.25	-0.25	0.00	0.50
5		0.00	0.25	-0.25	0.50	0.00
5	MS	0.00	0.25	-0.25	0.50	0.50
5	S	0.00	0.25	0.00	0.50	0.50
6		0.50	0.00	0.00	0.50	0.00
6	C	1.00	0.00	0.00	0.50	0.00
7		0.25	0.00	0.75	0.00	0.00
8		0.25	0.25	0.50	0.00	0.00
9		0.25	0.00	0.25	0.50	0.00
9	S	0.25	0.00	0.25	0.50	0.25

Item 7

Action	Code	P&O	Lead	Perc	Dec	Deleg
1		0.00	0.25	0.00	-0.25	0.00
1	CD	0.75	0.25	0.00	-0.25	0.00
1	CS	0.75	0.25	0.00	-0.25	0.00
1	D	0.00	0.25	0.00	-0.25	0.00
1	DS	0.00	0.25	0.00	-0.25	0.00
10		0.25	0.00	0.50	0.25	0.00
11		0.00	-0.50	-0.25	0.00	0.00
12		0.00	-0.50	-0.25	0.00	0.00
2		0.25	0.00	0.25	0.25	0.00
2	C	1.00	0.00	0.25	0.25	0.00
2	CD	1.00	0.00	0.50	0.25	0.00
2	CDS	1.00	0.00	0.50	0.25	0.00
2	CS	1.00	0.00	0.25	0.25	0.00
2	D	0.25	0.00	0.50	0.25	0.00
2	DS	0.25	0.00	0.50	0.25	0.00
2	M	0.25	0.00	0.25	0.25	0.00
2	P	0.25	0.00	0.25	0.25	0.00
2	PS	0.25	0.00	0.25	0.25	0.00
2	S	0.25	0.00	0.25	0.25	0.00
3		0.25	0.25	0.00	0.00	0.00
3	D	0.25	0.25	0.25	0.00	0.00
3	R	0.25	0.25	0.25	-0.25	0.00
4		0.25	0.00	0.25	0.50	0.00
4	M	0.25	0.00	0.25	0.50	0.00
5		0.25	0.00	1.00	0.00	0.00
6		0.00	0.00	1.00	0.00	0.00
7		0.00	0.00	-0.25	0.00	0.00
8		0.00	-0.25	-0.50	-0.75	0.00
9		0.25	0.25	0.00	0.25	0.00

Item 8

Action	Code	P&O	Lead	Perc	Dec	Deleg
	C	1.00	0.00	0.00	0.00	0.00
1		0.25	0.25	0.00	0.50	0.00
1	CD	1.00	0.25	0.00	0.50	0.00
1	D	0.25	0.25	0.00	0.50	0.00
1	M	0.25	0.25	0.00	0.50	0.00
1	P	0.25	0.25	0.00	0.50	0.00
10		0.50	0.00	0.50	0.25	0.25
10	CS	0.75	0.00	0.50	0.25	0.50
10	MS	0.50	0.00	0.50	0.25	0.50
10	S	0.50	0.00	0.50	0.25	0.50
12	S	0.50	0.25	0.00	0.25	0.00
13		0.50	0.00	0.00	0.25	0.00
13	C	1.00	0.00	0.00	0.25	0.00
13	S	0.50	0.00	0.00	0.25	0.00
14		0.25	0.00	0.25	0.50	0.00
14	CS	0.75	0.00	0.25	0.50	0.50
14	S	0.25	0.00	0.25	0.50	0.50
15		-0.50	-0.25	-0.25	-1.00	0.00
17		-0.25	0.00	-0.25	-0.25	-0.50
17	M	-0.25	0.00	-0.25	-0.25	-0.50
18		-0.25	0.00	-0.25	-0.25	-0.50
18	M	-0.25	0.00	-0.25	-0.25	-0.50
2		0.25	0.25	0.00	0.25	0.00
2	CD	1.00	0.50	0.00	0.25	0.00
2	D	0.50	0.50	0.00	0.25	0.00
2	DS	0.50	0.50	0.00	0.25	0.50
2	M	0.25	0.25	0.00	0.25	0.00
2	MS	0.25	0.25	0.00	0.25	0.50
2	P	0.25	0.25	0.00	0.25	0.00
2	PS	0.25	0.25	0.00	0.25	0.50
2	R	0.25	0.25	0.00	0.25	0.00
2	RS	0.25	0.25	0.00	0.25	0.50
2	S	0.25	0.25	0.00	0.25	0.50
3		0.00	0.50	0.00	0.25	1.00
3	C	0.50	0.50	0.00	0.25	1.00
3	R	0.00	0.50	0.00	0.25	1.00
3	S	0.00	0.50	0.00	0.25	1.00
4		0.25	0.00	0.50	0.00	0.00
5		0.75	0.25	0.00	0.00	0.00
5	C	1.00	0.25	0.00	0.00	0.00
5	CD	1.00	0.25	0.00	0.00	0.00
5	CS	1.00	0.25	0.00	0.00	0.50
5	DS	0.75	0.25	0.00	0.00	0.50
5	M	0.75	0.25	0.00	0.00	0.00
5	S	0.75	0.25	0.00	0.00	0.50
6		0.25	0.00	1.00	0.00	0.00
6	C	0.75	0.00	1.00	0.00	0.00
8		1.00	0.00	0.00	0.25	0.25
8	C	1.00	0.00	0.00	0.25	0.25

8	S	1.00	0.00	0.00	0.25	0.50
9		1.00	0.25	0.00	0.25	0.00

Item 9

Action	Code	P&O	Lead	Perc	Dec	Deleg
1		0.25	0.00	0.25	0.00	0.00
1	C	1.00	0.00	0.25	0.00	0.00
1	CD	1.00	0.00	0.25	0.00	0.00
1	CS	1.00	0.00	0.25	0.00	0.50
1	D	0.25	0.00	0.25	0.00	0.00
1	DS	0.25	0.00	0.25	0.00	0.50
1	M	0.25	0.00	0.25	0.00	0.00
1	MS	0.25	0.00	0.25	0.00	0.50
1	P	0.25	0.00	0.25	0.00	0.00
1	R	0.25	0.00	0.25	0.00	0.25
1	S	0.25	0.00	0.25	0.00	0.50
10		-0.25	0.00	-0.25	-0.25	0.00
10	C	0.25	0.00	-0.25	-0.25	0.00
11		0.00	0.25	0.75	1.00	0.00
12		0.00	0.00	1.00	0.00	0.00
13		0.50	0.00	0.25	0.50	0.00
14		0.25	0.00	0.50	0.25	0.00
15		0.25	0.00	0.25	0.50	0.00
16		0.25	0.00	0.25	0.50	0.00
16	C	0.75	0.00	0.25	0.50	0.00
16	S	0.25	0.00	0.25	0.50	0.50
17		-0.50	-0.25	-0.25	-0.75	0.00
19		0.00	-1.00	-0.75	-1.00	-0.25
2		0.25	0.25	0.50	0.25	0.00
2	CP	1.00	0.25	0.50	0.50	0.00
2	D	0.25	0.25	0.50	0.50	0.00
2	M	0.25	0.25	0.50	0.50	0.00
2	MS	0.25	0.25	0.50	0.50	0.25
2	P	0.25	0.25	0.50	0.50	0.00
3	D	0.25	0.25	0.25	0.25	0.00
3	M	0.25	0.25	0.25	0.25	0.00
4		0.25	0.25	0.25	0.50	0.00
4	C	1.00	0.25	0.25	0.50	0.00
4	CD	1.00	0.25	0.25	0.50	0.00
4	CS	1.00	0.25	0.25	0.50	0.25
4	D	0.00	0.25	0.25	0.50	0.00
4	S	0.25	0.25	0.25	0.50	0.50
5		0.00	0.00	-0.50	0.25	0.25
5	R	0.00	0.00	-0.50	0.25	0.25
6		0.00	0.00	-0.25	0.00	0.25
6	S	0.00	0.00	-0.25	0.00	0.25
7		0.00	0.00	0.25	0.25	0.00
7	M	0.00	0.00	0.25	0.25	0.00
7	S	0.00	0.00	0.25	0.25	0.00
8		0.25	0.00	0.25	0.50	0.00

8	R	0.25	0.00	0.25	0.50	0.00
8	S	0.25	0.00	0.25	0.50	0.50

Item 10

Action	Code	P&O	Lead	Perc	Dec	Deleg
	C	0.75	0.00	0.00	0.00	0.00
1		0.25	0.25	0.25	0.25	0.00
1	CD	1.00	0.25	0.25	0.25	0.00
1	CDS	1.00	0.25	0.25	0.25	0.50
1	CP	1.00	0.25	0.25	0.25	0.00
1	D	0.25	0.25	0.25	0.25	0.00
1	DS	0.25	0.25	0.25	0.25	0.50
1	M	0.25	0.25	0.25	0.25	0.00
1	MS	0.25	0.25	0.25	0.25	0.25
1	P	0.25	0.25	0.25	0.25	0.00
1	S	0.25	0.25	0.25	0.25	0.50
10		0.00	0.25	0.50	0.00	0.00
10	M	0.00	0.25	0.50	0.00	0.00
11		0.00	0.00	-0.50	0.25	0.50
11	P	0.00	0.00	-0.25	0.25	0.50
12		0.50	0.25	0.25	0.00	0.00
12	C	0.75	0.25	0.25	0.00	0.00
13		0.25	0.00	0.25	0.50	0.00
13	C	0.75	0.00	0.25	0.50	0.00
14		-1.00	-0.25	0.00	-0.75	0.00
15		-0.50	-0.75	-0.50	-1.00	0.00
2		0.25	0.25	0.50	0.00	0.00
2	C	1.00	0.25	0.50	0.00	0.00
2	CD	1.00	0.25	0.50	0.00	0.00
2	CP	1.00	0.25	0.50	0.00	0.00
2	CPS	1.00	0.25	0.50	0.00	0.50
2	CS	1.00	0.25	0.25	0.00	0.50
2	D	0.25	0.25	0.50	0.00	0.00
2	DS	0.25	0.25	0.50	0.00	0.50
2	M	0.25	0.25	0.50	0.00	0.00
2	MS	0.25	0.25	0.50	0.00	0.25
2	P	0.25	0.25	0.50	0.00	0.00
2	PS	0.25	0.25	0.50	0.00	0.50
2	R	0.25	0.25	0.00	0.25	0.25
3		0.25	0.25	0.00	0.00	0.00
3	D	0.25	0.25	0.25	0.00	0.00
4		0.25	0.00	0.25	0.50	0.00
5		0.00	0.00	0.75	0.00	0.00
6		0.00	0.50	-0.25	0.25	0.75
7		0.00	0.00	1.00	0.00	0.00
8		0.50	0.00	0.50	0.50	0.00
8	C	1.00	0.00	0.50	0.50	0.00
8	CD	1.00	0.00	0.50	0.50	0.00
9		0.50	0.00	0.00	0.25	0.00
9	C	0.75	0.00	0.00	0.25	0.00



Item 11

Action Code	P&O	Lead	Perc	Dec	Deleg
C	0.75	0.00	0.00	0.00	0.00
1	0.25	0.25	0.25	0.25	0.00
1 C	0.75	0.25	0.25	0.25	0.00
1 CD	0.75	0.25	0.25	0.25	0.00
1 CP	0.75	0.25	0.50	0.25	0.00
1 D	0.25	0.25	0.25	0.25	0.00
1 M	0.25	0.25	0.00	0.25	0.00
1 MS	0.25	0.25	0.00	0.25	0.25
1 P	0.25	0.25	0.50	0.25	0.00
1 PS	0.25	0.00	0.25	0.25	0.00
1 S	0.25	0.00	0.25	0.25	0.00
10	0.25	0.00	0.25	0.50	0.00
10 M	0.25	0.00	0.25	0.50	0.00
10 MS	0.25	0.00	0.25	0.50	0.25
10 S	0.25	0.00	0.00	0.50	0.25
11	0.25	0.00	0.50	0.25	0.00
11 S	0.25	0.00	0.50	0.25	0.25
12	-0.50	-0.25	-0.25	-0.25	0.00
13	-0.25	-0.25	-0.25	-0.50	0.00
2	0.25	0.00	0.25	0.25	0.00
2 D	0.25	0.00	0.25	0.25	0.00
2 M	0.25	0.00	0.25	0.25	0.00
2 P	0.25	0.00	0.25	0.25	0.00
2 R	0.25	0.00	0.25	0.25	0.25
2 RS	0.25	0.00	0.25	0.25	0.25
5	0.25	0.00	0.00	0.25	0.25
6	0.00	0.50	0.50	0.00	0.00
7	0.25	0.00	0.25	-0.25	0.00
8	0.00	0.00	-0.25	0.00	0.50
8 R	0.00	0.00	-0.25	0.00	0.50
9	0.00	0.50	0.25	0.00	0.00

Item 12

Action Code	P&O	Lead	Perc	Dec	Deleg
1	0.00	0.00	0.75	0.25	0.00
1 C	0.25	0.00	0.75	0.25	0.00
1 M	0.00	0.00	0.75	0.25	0.00
11	0.25	0.00	1.00	0.00	0.00
12	0.00	0.00	1.00	0.00	0.00
13	0.00	0.00	0.75	0.00	0.00
14	0.25	0.00	0.25	0.50	0.00
15	-0.50	-0.50	-0.25	-0.75	0.00
16	-0.50	-0.75	-0.25	-0.75	0.00
2	0.25	0.00	0.25	0.25	0.00
2 C	0.75	0.25	0.25	0.25	0.00
2 CD	0.75	0.25	0.25	0.25	0.00

2	D	0.25	0.00	0.25	0.25	0.00
2	M	0.25	0.00	0.25	0.25	0.00
3		0.25	0.50	0.25	0.00	0.00
3	D	0.25	0.50	0.25	0.00	0.00
4		0.50	0.25	0.25	0.75	0.00
4	D	0.50	0.25	0.25	0.75	0.00
5		-0.50	-0.25	-0.25	-0.75	0.00
5	C	0.00	-0.25	-0.25	-0.75	0.00
5	M	-0.50	-0.25	-0.25	-0.75	0.00
6		0.00	0.25	0.50	0.50	0.00
6	C	0.50	0.25	0.50	0.50	0.00
7		0.00	0.25	0.25	0.75	0.00
7	M	0.00	0.25	0.25	0.75	0.00
8		0.50	0.25	-0.25	0.25	0.00
9		0.00	0.00	1.00	0.00	0.00
9	D	0.00	0.00	1.00	0.00	0.00

Item 13

Action	Code	P&O	Lead	Perc	Dec	Deleg
1		0.25	0.00	0.50	0.25	0.00
1	CD	1.00	0.00	0.50	0.25	0.00
1	CP	0.75	0.00	0.50	0.25	0.00
1	D	0.50	0.00	0.50	0.25	0.00
1	M	0.25	0.00	0.25	0.25	0.00
1	MS	0.25	0.00	0.25	0.25	0.25
1	P	0.50	0.00	0.50	0.25	0.00
1	PS	0.50	0.00	0.50	0.25	0.50
1	R	0.25	0.00	0.25	0.25	0.25
1	S	0.25	0.00	0.25	0.25	0.50
10		0.00	0.00	0.75	0.25	0.00
10	P	0.00	0.00	0.75	0.25	0.00
11		0.25	0.00	0.50	0.25	0.00
12		-0.25	-0.25	0.00	0.00	0.00
13		-0.25	-0.50	-0.25	-0.50	0.00
2	CD	0.25	0.00	0.25	0.25	0.00
2	M	0.25	0.00	0.25	0.25	0.00
2	P	0.25	0.00	0.25	0.25	0.00
3		0.00	0.25	-0.25	0.00	0.00
4		0.00	0.25	0.25	0.00	0.00
5		0.00	0.00	-0.25	-0.25	0.50
5	M	0.00	0.00	-0.25	-0.25	0.50
5	R	0.00	0.00	-0.25	-0.25	0.50
6		0.00	0.00	-0.25	0.00	0.75
6	M	0.00	0.00	-0.25	0.00	0.75
6	R	0.00	0.00	-0.25	-0.25	0.75
7		0.25	0.25	-0.25	-0.25	0.00
8		0.25	0.00	0.25	0.25	0.25

Item 14

Action Code	P&O	Lead	Perc	Dec	Deleg
1	0.25	0.00	0.50	0.25	0.00
1 C	1.00	0.00	0.50	0.25	0.00
1 CD	1.00	0.00	0.50	0.25	0.00
1 CP	1.00	0.00	0.50	0.25	0.00
1 CS	1.00	0.00	0.25	0.25	0.50
1 D	0.25	0.00	0.50	0.25	0.00
1 M	0.25	0.00	0.25	0.25	0.00
1 P	0.25	0.00	0.50	0.25	0.00
1 S	0.25	0.00	0.25	0.25	0.25
10	-0.25	0.00	-0.75	-0.50	0.00
11	0.00	0.00	-0.25	0.25	0.00
12	0.00	0.00	-0.50	-1.00	0.00
2 P	0.25	0.25	0.25	-0.25	0.00
3	0.00	0.25	0.25	0.00	0.25
3 C	0.25	0.25	0.25	0.00	0.25
5	0.00	0.00	-0.50	0.00	0.00
6	0.25	-0.25	-0.50	-0.75	0.00
6 C	0.50	-0.25	-0.50	-0.75	0.00
7	0.00	0.00	0.00	-0.25	0.50
8	0.25	0.00	0.25	0.50	0.00
8 D	0.25	0.00	0.25	0.50	0.00
8 S	0.25	0.00	0.25	0.00	0.00
9	-0.25	0.00	-0.50	-0.25	0.00

Item 15

Action Code	P&O	Lead	Perc	Dec	Deleg
C	1.00	0.00	0.00	0.00	0.00
1	0.25	0.00	0.25	0.25	0.00
1 C	0.75	0.00	0.25	0.25	0.00
1 CP	0.75	0.00	0.50	0.25	0.00
1 M	0.25	0.00	-0.25	0.25	0.00
1 MS	0.25	0.00	-0.25	0.25	0.00
1 P	0.25	0.00	0.50	0.25	0.00
1 PS	0.25	0.00	0.50	0.25	0.00
1 R	0.25	0.00	0.25	0.25	0.00
1 S	0.25	0.00	0.25	0.25	0.00
10	0.00	0.50	0.50	0.00	0.00
12	0.25	0.00	0.00	0.25	0.00
13	0.50	0.25	0.00	0.25	0.00
14	0.25	0.25	0.25	0.25	0.50
15	0.00	0.00	0.75	0.00	0.00
16	0.00	0.00	1.00	0.00	0.00
17	0.25	0.25	0.25	0.25	0.00
17 P	0.25	0.25	0.25	0.25	0.00
18	0.25	0.00	0.25	0.50	0.00
18 D	0.25	0.00	0.25	0.50	0.00

18	S	0.25	0.00	0.25	0.50	-0.25
19		-0.50	-0.50	-0.50	-0.75	0.00
2		0.25	0.00	0.50	0.25	0.00
2	C	0.75	0.00	0.50	0.25	0.00
2	CD	0.75	0.00	0.75	0.25	0.00
2	D	0.25	0.00	0.75	0.25	0.00
2	M	0.25	0.00	0.00	0.25	0.00
2	P	0.25	0.00	0.75	0.25	0.00
2	PS	0.25	0.00	0.50	0.25	0.00
2	R	0.25	0.00	0.50	0.25	-0.25
2	RS	0.25	0.00	0.00	0.25	-0.25
2	S	0.25	0.00	0.50	0.25	-0.25
20		-0.50	-0.50	-0.50	-0.75	0.00
21		0.00	0.00	-1.00	-1.00	0.00
21	S	0.00	0.00	-1.00	-1.00	-0.25
3		0.25	0.00	1.00	0.00	0.00
4		1.00	0.50	0.50	0.75	0.00
4	C	1.00	0.50	0.50	1.00	0.00
4	CP	1.00	0.50	0.50	1.00	0.00
4	CS	1.00	0.50	0.50	1.00	0.00
4	MS	1.00	0.50	0.00	1.00	-0.25
4	P	1.00	0.50	0.50	1.00	0.00
4	S	1.00	0.50	0.50	1.00	0.00
5		0.50	0.00	0.00	-0.25	0.00
5	S	0.50	0.00	0.00	-0.25	-0.25
6	C	0.25	0.25	-0.50	0.25	0.00
7		0.50	0.00	0.75	0.00	0.00
8		0.00	0.00	0.00	0.00	0.50
8	M	0.00	0.00	0.00	0.00	0.50
8	S	0.00	0.00	0.00	0.00	0.50
9		0.00	0.25	0.75	0.25	0.00
9	M	0.00	0.25	0.75	0.25	0.00
9	S	0.00	0.25	0.75	0.25	0.00

Item 16

Action Code	P&O	Lead	Perc	Dec	Deleg
1	0.00	0.00	1.00	0.00	0.00
10	-0.25	-0.25	-0.50	0.25	0.00
10 S	-0.25	-0.25	-0.50	0.25	0.00
11	-0.25	-0.50	-0.50	0.00	0.00
2	0.50	0.75	0.00	0.00	0.00
2 C	1.00	0.75	0.25	0.00	0.00
2 CD	1.00	0.75	0.25	0.00	0.00
3	0.25	0.50	0.00	0.50	0.00
3 D	0.25	0.50	0.25	0.50	0.00
3 M	0.25	0.50	0.25	0.50	0.00
3 MS	0.25	0.50	0.25	0.50	0.50
3 S	0.25	0.25	0.00	0.50	0.25
4	0.50	0.75	0.25	0.50	0.00
4 C	1.00	0.75	0.25	0.50	0.00

4	CD	1.00	0.75	0.25	0.50	0.00
4	D	0.50	0.75	0.25	0.50	0.00
4	M	0.50	0.75	0.25	0.50	0.00
5		0.00	0.00	1.00	0.00	0.00
6		0.00	0.25	0.00	0.25	0.00
6	M	0.00	0.25	0.00	0.25	0.00
6	P	0.00	0.25	0.00	0.25	0.00
6	S	0.00	0.25	0.00	0.00	-0.25
7		0.00	0.25	-0.25	0.00	0.00
7	C	0.25	0.25	-0.25	0.00	0.00
7	M	0.00	0.25	-0.25	0.00	0.00
7	R	0.00	0.25	-0.25	0.00	0.00
8		0.00	0.00	1.00	0.00	0.00
9		0.25	0.00	0.25	0.50	0.00
9	M	0.25	0.00	0.25	0.50	0.00
9	S	0.25	0.00	0.25	0.50	0.25

Item 17

Action	Code	P&O	Lead	Perc	Dec	Deleg
	C	1.00	0.00	0.00	0.00	0.00
1		0.25	0.00	0.00	0.00	0.00
1	C	0.75	0.00	0.00	0.00	0.00
1	CD	0.75	0.00	0.25	0.00	0.00
1	D	0.25	0.00	0.25	0.00	0.00
1	M	0.25	0.00	0.00	0.00	0.00
1	MS	0.25	0.00	0.00	0.00	0.25
1	P	0.25	0.00	0.25	0.00	0.00
10		0.00	0.75	0.00	0.50	0.50
10	M	0.00	0.75	0.00	0.50	0.50
10	S	0.00	0.75	0.00	0.50	0.75
11		0.00	0.75	0.00	0.50	0.50
12		0.00	0.75	0.00	0.50	0.00
13		0.25	-0.25	0.25	0.00	0.00
13	M	0.25	-0.25	0.25	0.00	0.00
13	P	0.25	-0.25	0.25	0.00	0.00
13	R	0.25	-0.25	0.25	0.00	-0.25
13	S	0.25	-0.25	0.25	0.00	0.25
14		0.25	0.00	0.25	0.50	0.00
14	C	0.75	0.00	0.25	0.50	0.00
14	CS	0.75	0.00	0.25	0.50	0.25
14	S	0.25	0.00	0.25	0.50	0.25
15		-0.50	-0.50	-0.25	-0.75	0.00
2		0.25	0.25	0.25	0.25	0.00
2	CP	0.75	0.25	0.25	0.25	0.00
2	DMS	0.25	0.25	0.25	0.25	0.50
2	M	0.25	0.25	-0.25	0.25	0.00
2	MS	0.25	0.25	-0.25	0.25	0.25
3		0.50	0.75	0.00	0.00	0.00
3	C	1.00	0.75	0.00	0.00	0.00
3	CD	1.00	0.75	0.00	0.00	0.00

3	CS	1.00	0.75	0.00	0.00	0.50
3	D	0.50	0.75	0.00	0.00	0.00
3	PS	0.50	0.75	0.00	0.00	0.50
4		0.00	1.00	0.00	0.00	0.00
4	D	0.00	1.00	0.00	0.00	0.00
4	DS	0.00	1.00	0.00	0.00	0.50
4	M	0.00	1.00	0.00	0.00	0.00
4	MS	0.00	1.00	0.00	0.00	0.50
4	P	0.00	1.00	0.00	0.00	0.00
4	R	0.00	1.00	0.00	0.00	0.25
4	RS	0.00	1.00	0.00	0.00	0.50
4	S	0.00	1.00	0.00	0.00	0.50
5		0.50	0.25	0.00	0.50	0.25
5	CD	0.75	0.25	0.00	0.50	0.25
5	MS	0.50	0.25	0.00	0.50	0.50
6		0.50	0.50	-0.25	0.00	-0.25
7		0.50	0.75	0.00	0.00	0.00
7	C	0.75	0.75	0.00	0.00	0.00
7	CS	0.75	0.75	0.00	0.00	0.50
8		0.00	0.50	0.00	0.50	0.25
8	C	0.50	0.50	0.00	0.50	0.25
8	D	0.00	0.50	0.00	0.50	0.25
8	M	0.00	0.50	0.00	0.50	0.25
8	S	0.00	0.50	0.00	0.50	0.75
9		0.00	0.50	0.00	0.50	0.50

In-Basket 2 Scores

Participant: \_\_\_\_\_

Date: \_\_\_\_\_

	<u>P&amp;O</u>	<u>Lead</u>	<u>Perc</u>	<u>Dec</u>	<u>Deleg</u>
<u>Item 1</u>					
<u>Item 2</u>					
<u>Item 3</u>					
<u>Item 4</u>					
<u>Item 5</u>					
<u>Item 6</u>					
<u>Item 7</u>					
<u>Item 8</u>					
<u>Item 9</u>					
<u>Item 10</u>					
<u>Item 11</u>					
<u>Item 12</u>					
<u>Item 13</u>					
<u>Item 14</u>					

In-Basket 2 Scores

Participant: \_\_\_\_\_

Date: \_\_\_\_\_

Dimension Scores (column sums from previous page)

Planning &  
Organizing \_\_\_\_\_

Leadership \_\_\_\_\_

Perception \_\_\_\_\_

Decisiveness \_\_\_\_\_

Delegation \_\_\_\_\_

Overall Score In-Basket 2 (dimension sum) \_\_\_\_\_



APPENDIX F:  
Rater Training Outline

### RATER TRAINING

#### I. Prior to the Training Session

Raters given In-Basket 1 and the Dimension Definitions

- instructed to take their time
- complete the in-basket
- bring it with them to the training session
- review the dimension definitions

#### II. Training Session - In-Basket 1

- 1) Contents of In-Basket 1 discussed
- 2) Dimension Definitions discussed
- 3) Scoring Procedure Explained
- 4) Group scores an in-basket with the trainer
- 5) Raters individually score a second in-basket
- 6) Group discusses scoring of the second in-basket with the trainer (feedback provided)
- 7) Raters individually score a third in-basket
- 8) Raters given In-Basket 2

#### III. Interrater agreement on the scores on the third in-basket evaluated

- if unacceptable, another session will be scheduled

#### IV. Training Session - In-Basket 2

- 1) Contents of In-Basket 2 discussed
- 2) Raters individually score an in-basket
- 3) Group discusses scoring of the in-basket with the trainer (feedback provided)
- 4) Raters individually score a second in-basket

- V. Interrater agreement on the scores on the second in-basket evaluated
- if unacceptable, another session will be scheduled

NOTE: The raters will also score all in-baskets from the pilot sessions prior to rating for this project.

**PLEASE NOTE**

**There are duplicate page numbers for pages 236, 237, 238 and 239.  
Pages 246, 247, 248 and 249 are missing.  
Text appears to follow.**

**University Microfilms International**

APPENDIX G:  
Feedback Training Script

### FEEDBACK TRAINING SCRIPT

Once again, the purpose of this project is to give you experience with the in-basket technique, and feedback regarding various managerial behaviors. You should be able to see the connection between these in-baskets and the feedback that you will get, and ultimately, the sorts of things you must do to succeed in your jobs as managers. I think that you will get some experience and information in this project that will be useful to you on the job.

You have each just completed your first in-basket, and you probably have some questions about it. Now, I would like to take some time to discuss the in-baskets and the feedback that you will receive so that you might understand them both better.

The object of the in-basket exercise, is to provide a sample of the written materials that you might typically find in the in-basket of a manager in any organization. By having you, the participants, assume the role that you were assigned and then deal with these materials, you have the chance to demonstrate your managerial skills in a safe environment.

You might ask why we don't just look at your actual job performance as a basis for developing the feedback. First of all, the in-basket will enable us to standardize the issues that you will each have to respond to. You each deal with different sorts of problems at different times and you

have different resources and staff to work with on your jobs, so you would be expected to act differently from each other on the job. Here, we can control all of that. In responding to the in-baskets, you each face the same problems with the same resources. Here, any differences in the ways that you choose to approach these tasks will truly reflect differences between you as managers, not differences in your responsibilities or your staffs or other resources.

In addition to the advantage of standardizing the situation, by using the in-baskets we have a better opportunity to observe your performance than we could possibly get by watching you on-the-job. Some of these tasks, you probably perform so infrequently that we might have to watch for months, and still miss it when it does occur. So using the in-basket is both more efficient and gives us a more accurate description of your skills than we would get if we were to try and develop this feedback based on your job performance.

Another thing that I would like to talk about before we go on, is the fact that some of you are probably wondering why the in-basket had you assume the role of a personnel manager in a state organization rather than a role and organization more like your own. I would like to try to explain why we do this.

First of all, we are not interested in your TECHNICAL knowledge of your jobs here. That can easily be addressed

in a variety of other ways. What we are interested in, is only your MANAGERIAL SKILLS. These managerial skills transfer easily from one setting to another. An individual who is a good manager in the computer department of a utility company would probably be a good manager in the personnel department of a state office. The idea here is that, given an adequate staff, a good manager MANAGES that staff and relies on THEIR functional expertise. Now obviously, I'm not saying that a good manager can be successful anywhere IN SPITE of the staff or other problems. What I am saying, is that a good MANAGER does just that, he or she MANAGES the staff.

There ARE certain advantages to setting this type of exercise in a setting different from the one that you work in. In this way, we can create a standardized exercise that does not make one person feel more comfortable simply because he or she has worked in that particular setting. In addition, it is very important to handle these exercises based only on the information that is given to you, not based on any policies or characteristics of your own jobs. It is usually easier for people to avoid these kinds of mistakes in a radically different setting than in one that is very similar to their own.

Another thing that you might be thinking about is the fact that you probably handle the majority of your job responsibilities in face-to-face interactions with your



staff, while this exercise was all in writing. Once again, while this aspect of the exercise might appear a little different from what you normally do on your jobs, in terms of the types of managerial behaviors we are interested in, they are just as easy for you to demonstrate in this exercise as they would be in face-to-face interactions. In addition, we can probably evaluate these written responses more accurately than face-to-face interactions since we are less likely to miss anything.

Does anyone have any questions about why we are using in-basket exercises in this project?

Next, I would like to talk about some of the ways that in-baskets are used. As you might suspect now that you are involved in this project, this technique is frequently used as a developmental tool. In-basket training can be conducted like we are doing it here, where the experience of taking the in-basket and receiving feedback on your performance constitutes the training itself. Also, since it is so effective at simulating managerial behavior, it can be used to find out whether or not people have learned the contents of a managerial training program. The advantage here is that, we can see actual managerial behavior, rather than simply measure your KNOWLEDGE of what was covered in the training program. If a person has learned the material well enough to make use of it in handling the in-basket items, he or she should be able to make use of it on the job

as well.

The first and probably most common use of the in-basket was as a test to help decide who to hire or promote into management. In-baskets are used in this manner quite frequently in a wide variety of organizations. They have been shown to be very effective predictors of success as a manager as well as the likelihood of being promoted up through the ranks of management. In-baskets have also been used to evaluate the skills of people who are being considered for FUTURE managerial openings. The information that they provide about the individual's abilities as a manager can be used to help identify what sorts of training they might need in order to function more effectively when managerial openings do occur.

You may be familiar with the concept of the assessment center. An assessment center uses a battery of as many as six simulation exercises, usually to evaluate candidates for selection or promotion into management. Not only is the in-basket the most frequently used assessment center exercise, it is the one that the assessors seem to rely on the most heavily in determining the overall assessment center ratings.

Finally, since in-baskets have been shown to be so effective at simulating managerial behavior, they have been used to study the effects of a variety of things on the behavior of managers. They have been used to study how

managers' behavior is affected by organizational climate, by organizational structure, and also by the values of the manager. In addition, they have been used to study managers' reactions to feedback and to establish the value of certain types of performance rating scales.

Does anyone have any questions at all about in-baskets at this time?

Can you see the tie-in between your performance on the in-basket and your performance as a manager on the job? Performance on the in-basket has been shown to have a VERY high correlation with the supervisor's ratings of the manager's performance on-the-job. What you do on the in-basket is very likely to be what you would do on-the-job as a manager. Best of all, because everyone responds to the same problems using the same resources and staff, any differences in the approaches that you take really reflect differences in your individual styles or abilities, not differences in the circumstances that you are faced with.

Now that you can see what in-baskets are intended to do and the many ways that they have been used successfully, I would like to spend a little time talking about how they are developed. Some of you may be familiar with the term, "job analysis". A job analysis is a very detailed study of a position, which should involve gathering information about the position from a large number of people who are doing the job as well as their supervisors. This information includes

a list of tasks, duties, and responsibilities that must be performed on the job, the skills that an individual must possess to perform effectively on the job, and any standards for effective performance that exist.

[Hand out and discuss examples of task statements, and the dimension definitions for these in-baskets. In particular, discuss the job-relatedness of the dimensions.]

The first step in the development of an in-basket is typically a thorough job analysis. The items of the in-basket are developed from the list of tasks, duties, and responsibilities. They are developed in such a way that the individual must demonstrate the skills that the job analysis has shown are required for effective performance. The "standards for effective performance" that were developed in the job analysis frequently serve as standards for rating the in-basket performance.

These in-baskets were developed in this same manner, and have since been used for a wide variety of purposes.

In-basket performance has usually been scored in one of two ways, either subjectively or objectively. The subjective scoring method requires the person scoring the performance to read the individual's responses and assign a numerical value indicating that person's level of skill in each managerial skill area or dimension that is measured by the in-basket. For example, after reading the responses to all in-basket items, the scorer would rate the Leadership

aspects of that person's performance on a scale of 1 to 5, then the Planning and Organizing aspects, and so on. As you can imagine, one of the greatest criticisms of this approach is that it leaves a great deal up to the judgment of the person doing the scoring.

The objective scoring method requires a great deal more time and effort to develop, but usually results in more accurate scores. In developing the objective scoring keys used for these in-baskets, the responses of 20 managers were listed for each item of the in-basket. Next, several people who were experts with both the in-basket technique and the job of a manager read each response and rated it as being a positive, negative or neutral indicator of performance on each of 5 managerial dimensions. These "5 dimensions" were chosen because they are the ones most to frequently emerge from job analyses as being critical to the successful performance of the manager.

[Hand out and discuss: 1) a sample response, 2) the possible courses of action for that item, 3) the scoring key for that item, 4) the final rating sheet, and 5) the dimension definitions.]

When scoring an in-basket using this technique, the scorer reads the response to one item, checks off each of the possible courses of action that have occurred, then adds the dimension ratings to obtain dimension scores for that item. This same process is followed to obtain dimension

scores for the responses to all items. Next, the scores for each dimension are added across all items to give dimension scores for the entire in-basket performance and finally, the dimension scores are added together to obtain the overall in-basket score. This is the technique that will be used to score your in-baskets. To help insure that your scores are accurate, every in-basket will be scored by at least 2 different people who have been trained to score these in-baskets.

Are there any questions about how your in-baskets will be scored?

[Next, go through a few items, with their scoring keys, discuss them and how they would or would not relate to the participants' jobs.]

Does any one have any questions or comments about the in-baskets or the in-basket training process at this point?

Now that we have finished talking about the in-baskets, I would like to spend the rest of our time talking about the feedback that you will receive as a part of this program. Feedback has been shown to play a crucial role in the change or management of any type of behavior. I'm sure that, as managers, that comes as no surprise to you. How long would any of you last in your jobs if you never gave any of your employees feedback on the work that they were doing? I'm not just talking about the annual performance appraisals that everyone dreads. I'm also talking about the day-to-day

contact that you have with your employees when you discuss anything that they do on the job.

If people are doing something right, they need to know that so that they can feel rewarded and continue to do the same in the future. If they are having problems, they need first to recognize that there is a problem, then they need to know how to fix the problem.

Effective performance feedback does just this: it rewards effective performance, points out performance that could be better, and helps the individual understand how to improve subsequent performance. To accomplish these tasks when delivering feedback, we include two types of information: Appraisal Information, which lets the individual know HOW WELL he or she has done, and Referent Information, which gives them ideas on how they could DO BETTER in the future.

The feedback that you receive as a part of this program will contain both Appraisal Information and Referent Information. First of all, you will be given your scores on the five dimensions and your overall performance. These scores will be presented in terms of percentile ranks, based on the group of business majors and MBA candidates that these in-baskets were developed on. In other words, you will know what percentage of these people scored LOWER than you did in each of these categories. This is part of the "Appraisal Information" that I mentioned. It is provided to

give you an idea of how well you did.

Next, it will go through your in-basket performance item by item. First, it will describe the item and explain what you did in response to that item to help refresh your memory.

Then, it will describe what we considered to be a VERY EFFECTIVE RESPONSE to that item. This is one response that would have given you very high ratings for that item. Next, the EFFECTIVE RESPONSE will be broken down, so that you can see exactly what would have resulted in a very high rating in each dimension. This way, you can see exactly what you could have done to improve your score in any of the dimensions that you choose. This is the REFERENT INFORMATION that I talked about earlier. This is what will help you understand what you need to do in order to improve your performance in this area.

After the item-by-item discussion in the feedback, we will present a narrative summary of your performance that will include any suggestions that we might have for how you could improve your performance.

Now, I would like to give you an example of the feedback that you will receive, so that you can see exactly what it will be like and we can discuss it.

FOR THE WRITTEN FEEDBACK AND CONTROL CONDITIONS:

[Hand out and discuss an example of the feedback report, the overall scores, the report for one item, and the summary.]



FOR THE ORAL FEEDBACK CONDITIONS:

[Read and discuss an example of the feedback report, the overall scores, the report for one item, and the summary.]

Does anyone have any questions regarding the feedback that you will receive in this project?

I would also like to talk about the EFFECTIVE RESPONSES. Earlier, when we talked about how the in-baskets were scored, I showed you a copy of the "possible courses of action" and the "scoring key" for one of the items in the in-basket that you just completed. If you will refer back to that now, I will explain how we came up with this EFFECTIVE RESPONSE.

Basically, what we did was to look over this list of possible actions and chose those that would have resulted in the highest scores on all dimensions and still seemed like a reasonable response for one person to have made. I need to make two points here. First of all, I don't mean to suggest that any one person has ever made the effective responses to ALL of the items in the in-basket. Given the amount of time that you were allotted to complete the in-basket, and given the fact that no one is a PERFECT manager, it might not be possible to make the ideal response to all items. This is still useful, however, because it can serve as a goal or something to work toward. It can also be useful for giving you ideas about how to improve your performance in the future, i.e., by trying to make responses closer to those

that were presented to you as VERY EFFECTIVE.

The second point that I need to make here, is that we are not claiming that this is the ONLY way that the item could have been handled effectively. Some of you might well come up with some novel ways to approach these items that will also get you high scores. Once again, these are simply presented so that you can gain some insight into how you could improve your performance in any area that you desire.

One way to use the item-by-item feedback, is to concentrate on those dimensions where you would like to improve your performance. In other words, if your Decisiveness score was in the 18th percentile, then concentrate on those behaviors that would improve your Decisiveness score. Once again, the summary will also provide some more general suggestions for those of you who might be interested in improving your performance.

Does anyone have any questions about the feedback or even the in-baskets at this point?

PLEASE NOTE:

Page(s) not included with original material  
and unavailable from author or university.  
Filmed as received.

U·M·I

APPENDIX H:  
No-Training Control Script

### MINTZBERG'S MANAGERIAL ROLES

When most of us think of an organization, we tend to think of management in some respect. Of course, there is more to an organization than management and managers, but it is this presence of some system of authority and administration, and either one or a hierarchy of managers to link the whole effort together, that distinguishes a formal organization from any other type of group.

Our society is unique in the way it looks at its managers or leaders. This perspective appears to hold true across all levels of management, from our highest elected officials to the coaches of our children's sports teams. The leader of a successful venture is venerated, treated to near god-like status with all of its rewards and privileges. Think of Lee Iacocca for example. He gained instant international celebrity because he was credited with saving Chrysler from bankruptcy almost single handedly, which is highly unlikely. The leader of an unsuccessful venture, on the other hand, is most often regarded with some mix of pity and disdain. You might think of Donald Trump's current public image in this category. All of this typically occurs with only passing consideration of any other factors that might have affected the success or failure of the venture.

So with all of the emphasis that we seem to place on our leaders, it is not surprising that there is no shortage of articles, books, and training programs that are intended

to provide useful insights on leadership. Unfortunately, not many people have seemed to agree on exactly what leadership is, let alone how to be effective at it. All too often, the terms "leadership" and "management" have been used interchangeably; and all too often, this has been to the disadvantage of managers who are trying to improve their own managerial skills.

One of the most well respected name in the field of management throughout the past twenty years, is that of Henry Mintzberg. What we will be talking about for the remainder of today's session, is what Mintzberg's work in the field of management has shown us.

If you were to ask most people (including managers) what it is that managers do, they would probably tell you that they plan, organize, coordinate, and control; the sorts of activities that readily come to mind whenever we think of our leaders. Unfortunately, if you were to watch managers in the course of performing their jobs, you probably wouldn't be able to relate a lot of what you saw to these terms. In your own jobs, when you take part in some outside charitable or civic function as a representative of the company, is that planning, organizing, coordinating, or controlling? How about when you present a gold watch to a retiring employee? Or when you attend a conference or workshop? Or when you have returned from the conference or workshop and tell an employee about an interesting product

or idea that you heard about while you were there?

The fact is that these four words, plan, organize, coordinate, and control, indicate some vague objectives that managers have, but they don't tell us very much about what it is that managers actually do. Through the course of his work in the area of management, Mintzberg has developed a more useful description of how effective managers actually spend their time.

First of all, Mintzberg points out four "myths" about management that did not bear up under his work.

1. MYTH: A good manager is a reflective, systematic planner.

FACT: Most managers work at an unrelenting pace, they are likely to be working on several major projects and handling "brushfires" at the same time, they are very "action-oriented" and tend to dislike reflective activities.

2. MYTH: The effective manager has no REGULAR duties of his or her own. (They are always being told to do more planning and delegating, and not to spend all of their time doing things that their employees should be doing.)

FACT: In addition to handling unexpected exceptions to this statement, managers perform a number of regular duties of their own, including record keeping and report writing, helping employees handle special problems in their work areas,

seeing customers, and giving information from outside of the work group to their subordinates.

3. MYTH: Senior management needs only summary information, which can best be transmitted in a formal managerial report.

FACT: Of the four ways that managers can initially attain information (written documents, observational tours, meetings, and telephone calls), they prefer oral presentations (meetings and phone calls) best.

4. MYTH: Management is a science.

FACT: Brief observation of any manager will show this to be false. Science involves systematic, analytically determined procedures or programs. Most of what managers do happens too quickly and involves handling problems that have never come up before to be able to describe it as a science.

So we can see that the manager's job is enormously complex and difficult. I'm sure that comes as no surprise to any of you. Managers are overburdened with obligations, yet really can't delegate a great many of their OWN duties. As a result, they are often driven to overwork and end up doing many tasks superficially just to get them out of the way. The first step toward improving the lot of the manager, is to be able to systematically identify exactly what it is that they must do and do well in order to



succeed.

One thing is certain, the manager is required to provide much more than just leadership. But what else is important; what other roles is the manager required to play? After studying what they do from day to day, Mintzberg conceptualized three main types of requirements that managers must meet in order to be successful. In any manager's job, there are Interpersonal, Informational, and Decisional requirements; and each of these requirements is met by one of several roles that the manager must play. When one or more of these roles is not effectively dealt with by the manager, his or her performance is viewed as less than effective, often with no better explanation or understanding than that. Conscious attention to these requirements and the roles that satisfy them, will help the manager to make the best use of his or her time and talents, and get the job done as effectively as possible.

The "Interpersonal" requirements, as you might expect, refer to the interactions that the manager has with other people and relate most directly to what we normally think of as leadership. In fact, leadership IS one of the three roles that meet the Interpersonal requirements of the manager's job. The major responsibilities of this leadership role are those that you would probably expect: staffing and training your work group, plus directing and motivating your employees.

Another of the two interpersonal roles, that of the "Figurehead" or "Symbolic" leader, relates to a slightly different and seldom discussed aspect of leadership. These duties are required by that aspect of your jobs that forces you to meet with outside dignitaries and attend all of the "voluntary" social events as the, quote "leader", of your work group. You find yourself attending a wedding that you would normally skip, simply because the person is an employee of yours. These duties may be routine, involve little serious communication and no important decision-making, but they are none-the-less critical to the smooth functioning of the organization and cannot be ignored by the manager.

Finally, the interpersonal area also includes a "Liaison" role, wherein the manager maintains a network of contacts outside of the immediate work group. These contacts can furnish valuable information and all sorts of "favours" to the manager. They include members of higher management as well as peers, both within and outside of the organization. Studies of effective managers have shown that they frequently spend as much time with these outside contacts as they do with their own employees, and definitely more than they spend with their supervisors.

This leads us to the "Informational" requirements of management, which are also met by three separate managerial roles. It is easy to see how these informational roles

develop. In the "Liaison" role, the manager is THE formal contact with everyone outside of the work group. These outside individuals can be important sources of information for the manager and the group. As the formal "Leader" of the group, the manager is also in close contact with the individual members of the work group. As such, he or she is in the ideal position to both transmit information to and receive information from the individual group members. The manager serves a sort of "gatekeeping" function, controlling the flow of information into and out of the group. Studies have shown that many chief executives spent as much as 40 percent of their time in the transmission of information.

In the role of the "Monitor", the manager perpetually scans the environment, both seeking out AND receiving information. The sources of this information were identified when discussing the interpersonal roles. The manager seeks information from outsiders and supervisors in the "Liaison" role, and employees in the "Leader" role. This information is useful for the purpose of increasing his or her understanding of the work group and its environment and ultimately, for making the decisions that will be discussed later.

The manager must also function as the "Disseminator" of this same information, sharing and distributing it where it will be useful. While in contact with others outside of the organization, the manager may learn of some new process or

some market development that would help his work group. While interacting with his or her own supervisor, the manager may learn of changes in company policy. Unless this information is effectively communicated to the employees, they cannot use it to their or the organization's advantage. The same applies to the upward flow of information, from the work group to upper management. Clearly, the manager is in the best position to most effectively transmit this information which is so vital to the planning process.

In a related role, the manager must also function as the more formal "Spokesperson" for the work group, explaining the group's plans, policies, and actions to outsiders.

Of course, information is not an end in itself. It is the basic input to the decision-making process. Obviously, the manager plays an important role in the decision-making processes of the group. As its formal leader, only the manager can commit the group to any course of action; and as the gatekeeper of information about the group and its environment, only the manager has the complete and current information necessary to make the sort of decisions that will result in the effective functioning of the work group. Mintzberg describes four roles which the manager must assume to meet the demands for effective decision-making.

As an "Entrepreneur", the manager tries to improve the work unit in some way, to make the unit function more

effectively and to adapt it to changes in the environment. The central requirement of the entrepreneurial role is to make these decisions based on the information that was gathered in the "Monitor" role, which involved an active search for new ideas. In this role, the manager must initiate and perhaps even design various "improvement projects" based on this information.

While the entrepreneur role describes the manager as a VOLUNTARY initiator of change, the role of "Disturbance-Handler" FORCES the manager to respond to various undesirable influences. Here, the manager is responsible for planning any corrective action that is necessary when the work group faces an important problem. Most managers spend a great deal of their time responding to these sorts of situations. No organization can be so well run, so standardized, that it has considered every contingency in advance. Disturbances arise not only because poor managers fail to recognize or ignore situations until they reach crisis proportions, but also because good managers cannot possibly anticipate all the consequences of the action that they take.

Frequently, the "Leader", "Liaison", "Spokesperson", and "Disturbance-Handler" roles draw the manager into a third decisional role, that of the "Negotiator". The manager must mediate a dispute between two employees, the liaison must negotiate with his or her supervisor for

resources that would benefit the work group, the spokesperson may be called upon to defend a particular practice of the work group that is contrary to the policies of the organization, and the very name, "disturbance-handler", suggests negotiation. Negotiations are a "way-of-life" for the effective manager. They may be routine, but they cannot be ignored or even delegated because only the manager has both the authority and the information necessary to develop and enforce effective solutions in most cases.

The final decisional role is that of "Resource Allocator". Naturally, the manager has primary responsibility for deciding who gets what in the work group. What many managers fail to recognize, however, is that one of the most valuable resources that they have to allocate is their own time. Considering the expanse of the responsibilities of the other nine managerial roles, and the fact that many of those with whom the manager must interact persist in seeing the manager as only the "formal leader" this is no small task.

So, what can you do with this information? It should be clear by now that it is impossible to SEPARATE the ten roles that I have been talking about. They form a sort of "gestalt" or an integrated whole. None of these roles can be pulled out of the framework and the job of the manager left sufficiently intact. For example, a manager without liaison contacts lacks valuable external information and as

a result, can neither disseminate that information to employees nor use it to make decisions that adequately consider external conditions. In fact, this is a very common problem for the new person in a managerial position, since he or she may lack an appropriate network of external liaisons.

This is not to say one must spend the same amount of time in each of these roles, or even that all effective managers must spend the same amounts of time in each role as all other effective managers. Naturally, there is a great deal of variability between organizations, staffs, and the actual duties that managers have. It has also been shown that there is a great deal of variability between managers based on the type of group that they supervise. Because of the unique requirements of their jobs, sales managers need to spend a higher percentage of their time in the interpersonal roles; production managers, in the decisional roles; and staff managers in the informational roles.

So, once again, how can you use this information about the ten managerial roles to your advantage on the job? Mitznberg felt that, more important than any "blueprint for BECOMING a better manager", was this description of the requirements and roles that a manager must deal with in order to be effective. After all, as we said before, the staff and other resources that the manager has available, as well as the specific requirements of any individual job are

likely to vary considerably. Never-the-less, it is impossible to be an effective manager in ANY setting without sufficient emphasis on each of these roles.

Mintzberg felt that this description of managerial work and managerial roles could be used by the manager in two important ways: as a diagnostic tool when things are not going just right, and as a planning tool when trying to allocate their own time and efforts.

For those of you who might like to read more about these ideas, I have a good reference for you.

Mintzberg, H. (1989). Mintzberg on management: Inside our strange world of organizations. New York: The Free Press.



## APPENDIX I:

Example of Written Feedback - In-Basket 1

PERFORMANCE FEEDBACKIN-BASKET 1Name: A. L. CarverSS#: 464-64-4474

The following are the scores for your performance on the first in-basket.

## YOUR DIMENSION PERCENTILE RANKS:

Organizing & Planning	79
Leadership	47
Perceptiveness	2
Decisiveness	85
Delegation	73

YOUR OVERALL PERCENTILE RANK: 58

ITEM 1: Phone call from Jack Jones - lunch on your first day.

YOUR RESPONSE: Have Suzanne reschedule.

AN EFFECTIVE RESPONSE: Make note of Jack's position and the fact that you would like to establish good relations with him, try to find out if Jack needs to see you that day, and reschedule the lunch (or have your secretary do it) if possible.

## ACTIONS INDICATING EFFECTIVE PERFORMANCE:

Planning and Organizing: attempting to reschedule the lunch (you will be very busy on your first day).

Leadership: not indicated.

Perceptiveness: noting Jack's position and the fact that you would like to establish good relations with him; also, that you will be very busy the first day.

Decisiveness: making the attempt to find out if there is a specific reason that Jack wants to see you that day.

Delegation: using the secretary.

ITEM 2: Phone call from S. Vigilant (State's EEO officer) - said not important, irritated you weren't in.

YOUR RESPONSE: Try to get back to her on Monday.

AN EFFECTIVE RESPONSE: Make some specific plan to call (or have your secretary call), note who Vigilant is and that you will need to work well with her, and make some plan to schedule a meeting.

ACTIONS INDICATING EFFECTIVE PERFORMANCE:

Organizing and Planning: making a definite plan for a meeting or returning the call.

Leadership: not indicated.

Perceptiveness: noting who Vigilant is and that you will need to be able to work well with her.

Decisiveness: not indicated.

Delegation: having the secretary call to investigate further or set up a meeting.

ITEM 3: Memo from Suzanne - TV News interview.

YOUR RESPONSE: Have Suzanne reschedule.

AN EFFECTIVE RESPONSE: Make arrangements to either confirm or reschedule the interview, make note of the time and date, and to find out more about the situation.

ACTIONS INDICATING EFFECTIVE PERFORMANCE:

Organizing and Planning: making note of the time and date of the interview (if scheduled).

Leadership: confirming and planning to be ready for the interview, or rescheduling it for a specific time.

Perceptiveness: expressing the need to collect more information.

Decisiveness: confirming and planning to be ready for the interview, or rescheduling it for a specific time.

Delegation: not indicated.

ITEM 4: Memo from Helen Edison - staff meetings.

YOUR RESPONSE: Have Suzanne arrange a meeting with Helen.

AN EFFECTIVE RESPONSE: Arrange to meet with Edison, plan to either explore the idea further or schedule a staff meeting. If necessary because you lack the time, this item could be deferred and acted on after your return.

## ACTIONS INDICATING EFFECTIVE PERFORMANCE:

Organizing and Planning: choosing and recording a time and date for a staff meeting or the meeting with Edison; deferring action on this item if you are short of time.

Leadership: scheduling a staff meeting, scheduling a meeting with Edison.

Perceptiveness: deferring action on this item if you are short of time.

Decisiveness: scheduling a staff meeting scheduling a meeting with Edison

Delegation: not indicated.

ITEM 5: Phone call from Stafford's secretary - Personnel Managers' Meeting 11/6.

YOUR RESPONSE: Try to reschedule.

AN EFFECTIVE RESPONSE: Have your secretary confirm, make the reservations, and gather the previous reports for you. Note this on your calendar. You should have related this to your boss' request for information for a 5-year plan.

## ACTIONS INDICATING EFFECTIVE PERFORMANCE:

Organizing and Planning: noting the meeting on your calendar.

Leadership: not indicated.

Perceptiveness: asking for the previous reports; relating this to the request for input on the five-year plan.

Decisiveness: confirming your attendance, and requesting the reports.

Delegation: having your secretary make the arrangements and gather the reports

ITEM 6: Phone call from Mr. Mason - MANIP training program.

YOUR RESPONSE: Delay.

AN EFFECTIVE RESPONSE: Plan to investigate this and discuss it with your staff, especially your Training Director as he voiced such strong opposition to the program. Also note the possible relationship with his discussion of his own program that no one was taking advantage of.

ACTIONS INDICATING EFFECTIVE PERFORMANCE:

Organizing and Planning: placing this issue on the staff meeting agenda.

Leadership: planning to discuss the training issues with your staff.

Perceptiveness: noting the relations between this item, your training director's complaint about this program, and his complaint about people not taking advantage of his own programs.

Decisiveness: planning to investigate the issue.

Delegation: not indicated.

ITEM 7: Gene Ponder's performance appraisal.

YOUR RESPONSE: Have Suzanne schedule a meeting with Harry.

AN EFFECTIVE RESPONSE: Review the appraisal, schedule a meeting with the manager and the employee, sign the appraisal, send the approval on to payroll, and plan to communicate the importance of timely performance appraisals to all of your managers.

ACTIONS INDICATING EFFECTIVE PERFORMANCE:

Organizing and Planning: scheduling any of these meetings and recording the times and dates.

Leadership: approving the increase, setting up a meeting with the parties to discuss this issue, and communicating the importance of timely appraisals to your staff.

Perceptiveness: not indicated.

Decisiveness: acting on the appraisal and scheduling the meeting(s).

Delegation: not indicated.

ITEM 8: Memo from Sally Loken - pencil thieves.

YOUR RESPONSE: Do nothing.

AN EFFECTIVE RESPONSE: Note the relationship to 2 other (rather petty) complaints from the same individual and that Loken does not seem to be handling any of these issues very well, give some indication that this issue not a problem, plan to meet with her or look into her problem in some manner.

ACTIONS INDICATING EFFECTIVE PERFORMANCE:

Organizing and Planning: not indicated.

Leadership: the decision to meet with Loken to explore her problem.

Perceptiveness: noting the relations with the other two items, that this is not really a problem, and that Loken seems to be having some sort of problem.

Decisiveness: not indicated.

Delegation: not indicated.

ITEM 9: Memo to Charlie Williams from George Ogden - overdue plans and goals.

YOUR RESPONSE: Ask George if it has been done.

AN EFFECTIVE RESPONSE: Make arrangements (yourself, or through your secretary) to have your managers have their reports ready for you on your first day and note the relationship to your boss's request for your plan to gather information and complete this process.

ACTIONS INDICATING EFFECTIVE PERFORMANCE:

Organizing and Planning: setting a deadline for receiving your staff's reports.

Leadership: instructing your manager's to prepare the materials.

Perceptiveness: recognizing the importance of this item and noting its relation with your boss' request.

Decisiveness: acting immediately to have your staff begin the process.

Delegation: having your supervisors prepare these reports, and using your secretary to communicate this to them.

ITEM 10: Memo from Bill Aiken - Sally holding up hiring of technically unqualified Training Specialist.

YOUR RESPONSE: Memo to Bill - meet and discuss; Memo to Sally - scores.

AN EFFECTIVE RESPONSE: Make arrangements to schedule a meeting with Aiken and Loken to investigate/solve the problem, relate this to the other items which suggest Loken may be a problem.

#### ACTIONS INDICATING EFFECTIVE PERFORMANCE:

Organizing and Planning: scheduling a meeting or meetings to address this issue and recording the time and date.

Leadership: making definite plans to explore this with Aiken and Loken.

Perceptiveness: noting that Loken may be the problem, and expressing the need to handle this issue as soon as possible.

Decisiveness: scheduling the meetings or making other arrangements to investigate/solve the problem.

Delegation: not indicated.

ITEM 11: Letter from Rep. Whitehurst - poor treatment of nephew.

YOUR RESPONSE: Do nothing - see if common occurrence later.

AN EFFECTIVE RESPONSE: Note the relation with the minister's similar complaint, make plans to discuss this with all staff but Burns and Loken in particular, draft a letter to Whitehurst explaining your investigation and plan.

ACTIONS INDICATING EFFECTIVE PERFORMANCE:

Organizing and Planning: not indicated.

Leadership: making plans to discuss this with your staff, and communicating your situation and plans to Whitehurst.

Perceptiveness: recognizing the need to address this with Burns and Loken, as well as the rest of your staff, and noting the relation to the minister's complaint.

Decisiveness: each of these actions indicates decisiveness.

Delegation: not indicated.

ITEM 12: Memo from D. Ready - unutilized new employee complaint.

YOUR RESPONSE: Memo to Dorothy - thanks and patience.

AN EFFECTIVE RESPONSE: Make plans to investigate/solve the issue with Ready, Burns, and Fuddleston, put the letter in Ready's personnel file.

ACTIONS INDICATING EFFECTIVE PERFORMANCE:

Organizing and Planning: scheduling any of these meetings.

Leadership: making arrangements to discuss this with Ready, as well as Burns and Fuddleston.

Perceptiveness: placing a copy of this memo in Ready's personnel file, noting a possible relation with the job reclassification backlog memo.



Decisiveness: not indicated.

Delegation: not indicated.

ITEM 13: Letter from Rev. Jones - poor treatment of son.

YOUR RESPONSE: Write a letter - apologize and investigate.

AN EFFECTIVE RESPONSE: Note the relation to Whitehurst's similar complaint, refer the matter to Jack Jones and S. Vigilant (EEO), make plans to discuss with Burns and Loken, draft a letter to Rev. Jones explaining your plan.

ACTIONS INDICATING EFFECTIVE PERFORMANCE:

Organizing and Planning: not indicated.

Leadership: referring the matter to Jack Jones.

Perceptiveness: noting that Loken, Burns, Jack Jones and Vigilant should be involved with this issue because of their positions.

Decisiveness: referring the matter to Jones and Vigilant, and contacting Rev. Jones to explain your situation and plan.

Delegation: referring the issue to Jack Jones (your EEO officer).

ITEM 14: Memo from Sally Loken - others' not adhering to scheduled working hours.

YOUR RESPONSE: Observe once on job - if problem, deal with then.

AN EFFECTIVE RESPONSE: Note the relation to Loken's other complaints, make plans to discuss/solve with Aiken and Loken, ask your staff to adhere to working hours.

ACTIONS INDICATING EFFECTIVE PERFORMANCE:

Organizing and Planning: making definite plans to discuss this with Aiken and Loken (by now, you should have several other reasons to meet with each of them), putting the working hours issue on the agenda for the staff meeting.

Leadership: making definite plans to address this with Aiken, Loken, and your staff.

Perceptiveness: noting that you can cover this issue while discussing a variety of others with Aiken and Loken.

Decisiveness: making plans for the meetings and addressing the working hours issue with your staff.

Delegation: not indicated.

ITEM 15: Memo from Bill Aiken - MANIP Training program.

YOUR RESPONSE: Do nothing, but plan on sending someone.

AN EFFECTIVE RESPONSE: Note the relations with the memo from the state on this program and Aiken's memo on his own program, make plans to gather more information on the subject and discuss it with Aiken and the rest of your staff.

ACTIONS INDICATING EFFECTIVE PERFORMANCE:

Organizing and Planning: not indicated.

Leadership: not indicated.

Perceptiveness: noting the relations with the memo from the state on this program and with Aiken's other memo, recognizing the need to gather more information on these training issues.

Decisiveness: making any arrangements to investigate these issues further.

Delegation: not indicated.

ITEM 16: Memo from Helen Edison - job reclassification backlog.

YOUR RESPONSE: Observe once on the job - if it's a problem, meet with Bill and Harry, then send a memo to all employees.

AN EFFECTIVE RESPONSE: Make plans to discuss/solve this with Burns and Edison, note the relation with Ready's complaint.

.

## ACTIONS INDICATING EFFECTIVE PERFORMANCE:

Organizing and Planning: not indicated.

Leadership: making definite plans to address this with Burns and Edison.

Perceptiveness: recognizing this as an issue that involves Burns, and recognizing the relation to Ready's complaint.

Decisiveness: any definite actions intended to address this situation.

Delegation: not indicated.

ITEM 17: Unsigned letter - bribes for jobs.

YOUR RESPONSE: Tell George - need to work closely with Sally to work these problems out.

AN EFFECTIVE RESPONSE: Note the relation with the other two applicant complaints, arrange to discuss and resolve this issue with the interviewers and other staff.

## ACTIONS INDICATING EFFECTIVE PERFORMANCE:

Organizing and Planning: scheduling a time to discuss this with the interviewers and other staff.

Leadership: making definite plans to address this problem with your staff.

Perceptiveness: recognizing this as an important issue needing immediate attention, and noting the relation with the other two complaints.

Decisiveness: expressing the need to gather more information.

Delegation: not indicated.

ITEM 18: Memo from Bill Aiken - own training program.

YOUR RESPONSE: Plan on taking action once on board - mention it to George.

AN EFFECTIVE RESPONSE: Note the relation with the other 2 training memos, make plans to discuss with Aiken and the rest of your staff.

ACTIONS INDICATING EFFECTIVE PERFORMANCE:

Organizing and Planning: putting this on the agenda for the staff meeting.

Leadership: making definite plans to discuss this with Aiken and the rest of your staff.

Perceptiveness: noting the relation with the other two training memos.

Decisiveness: expressing the need to gather more information.

Delegation: not indicated.

ITEM 19: Memo from Sally Loken - football pools.

YOUR RESPONSE: Do Nothing.

AN EFFECTIVE RESPONSE: Note the relation with her other complaints and that Loken is not handling these situations particularly well, plan to meet with her to explore/resolve her problem(s).

ACTIONS INDICATING EFFECTIVE PERFORMANCE:

Organizing and Planning: not indicated.

Leadership: any plan to deal with Loken or find out if this is really a problem.

Perceptiveness: noting the relation with Loken's other complaints, and that she is not handling any of these situations well.

Decisiveness: any plan to take this up with your staff and/or Loken.

Delegation: not indicated.

SUMMARY:

Your overall score (a percentile rank of 58) was slightly above average for the sample of MBA candidates and business students on which these in-baskets were developed.

Your strongest managerial skill was Decisiveness, where you attained a percentile rank of 85. Your decisiveness was evident in the way that, when it was appropriate to do so, you frequently took immediate action or made decisions of some kind without delay.

Your ability to organize and plan was also relatively high (percentile rank of 79). You could improve your performance in this area by being more specific about setting times and dates for meetings and activities, and also by recording these times and dates for your own future reference.

Next in order of your relative strengths was your ability to delegate (PR 73). Here, you need to make more effective use of your staff. Use your secretary to actually make many of the contacts and arrangements for you rather than taking the time to do so yourself or waiting to handle the details once you start the job. Use your staff to gather information, prepare reports, and handle problems when the situation involves their functional areas. Remember, a SUPERVISOR has to show people what to do and then watch or help them do it, but a MANAGER gives instructions and sets deadlines then relies on the functional expertise of the staff when at all possible.

Your leadership performance was slightly below average (PR 47). Your performance in this area suffered most due to your not being specific about what you wanted others to do when delegating tasks to them. You don't need to go into a great amount of detail when doing this, just be specific. Rather than say, "wait until I get on the job and see what is going on", use your staff to begin gathering information, tell them what you want and when you want it. Being specific about your instructions and plans, then allowing your staff the freedom to operate is basic to both leadership and effective management.

Your weakest area in this in-basket, was your perceptiveness (PR 2). Here, you failed to identify many of the important relations between items, the implications of some of your actions, and the roles, talents, and special nuances of some of the people and situations that you were dealing with. This may have more accurately reflected the general approach that you took to handling the in-basket rather than an accurate appraisal of your perceptiveness. While you may not have actually missed some of these points, the raters can't score what you were thinking, only what is evident in your written responses. If it is not evident from your response that you understood the relevant information, you need to note it somewhere in order to get credit for it (e.g., the relations between items).

## APPENDIX J:

Example of Written Feedback - In-Basket 2

IN-BASKET MANAGEMENT DEVELOPMENT PROGRAMFINAL FEEDBACK REPORTSECOND IN-BASKETName: A. L. CarverID#: 464-64-4474

The following are the scores for your performance on the second in-basket.

## YOUR DIMENSION SCORES:

Organizing & Planning	89
Leadership	90
Perceptiveness	73
Decisiveness	99
Delegation	99

YOUR OVERALL SCORE: 99

ITEM 1: Letter from Ray Fowler (State Office) - District Office Managers' meeting.

YOUR RESPONSE: ask sec to find out why, what I need to prepare for, and reschedule for following Monday if possible.

AN EFFECTIVE RESPONSE: Have your secretary 1) confirm your attendance at the meeting, 2) inform the staff when their reports are due and arrange a meeting with them, and 3) gather previous monthly reports; and record the date and time for the meeting(s) on your calendar.

## ACTIONS INDICATING EFFECTIVE PERFORMANCE:

Planning and Organizing - Setting a deadline for the reports and scheduling the meeting with your staff.

Leadership - Setting a deadline for the reports and scheduling the meeting with your staff.

Perceptiveness - Setting a deadline for the reports.

Decisiveness - Acting on the issue immediately.

Delegation - Using your secretary and staff would be an efficient use of everyone's time.

ITEM 2: Memo from Ralph Post (your staff) - complaint about others' working hours.

YOUR RESPONSE: defer.

AN EFFECTIVE RESPONSE: Arrange to discuss the issue with Post; ask the staff to adhere to the set working hours or put it on the agenda for a staff meeting.

ACTIONS INDICATING EFFECTIVE PERFORMANCE:

Planning & Organizing - Arranging to discuss this with Post and putting it on the staff meeting agenda.

Leadership - Asking the staff to adhere to set working hours.

Perceptiveness - not indicated.

Decisiveness - Arranging to discuss this with Post, and asking the staff to adhere to set working hours.

Delegation - not indicated.

ITEM 3: Call from Ralph Post (your staff) - requesting lunch on your first day.

YOUR RESPONSE: ask sec to call, try to reschedule about 3 weeks later and get a list of questions so I can prepare, get back to me.

AN EFFECTIVE RESPONSE: have your secretary reschedule the lunch.

ACTIONS INDICATING EFFECTIVE PERFORMANCE:

Planning & Organizing - Rescheduling the lunch.

Leadership - not indicated.

Perceptiveness - Rescheduling the lunch (you will already be very busy on the first day).

Decisiveness - Acting on this immediately rather than waiting.



ITEM 4:           Delegation - Using your secretary.  
                   Call from Joan McGinnis (State Office) - your  
                   overdue Unemployment Compensation Report.

YOUR RESPONSE: ask sec to explore with the super's, if they like the idea get a list of topics and possible times, set up with sec.

AN EFFECTIVE RESPONSE: Have your secretary explain the situation to McGinnis and give Grange a deadline for the report, note the relationship with Grange's "overworked staff" memo, schedule a meeting with Grange to discuss this problem, and plan to discuss the secretary's comment about "too many reports" with her.

ACTIONS INDICATING EFFECTIVE PERFORMANCE:

Planning & Organizing - Establishing the deadline and scheduling the meeting.

Leadership - Establishing the deadline and scheduling the meeting.

Perceptiveness - Noting the relation with Grange's comment and dealing with the secretary's comment.

Decisiveness - Acting on this issue immediately.

Delegation - Using the secretary and Grange in this way.

ITEM 5:           Letter from Juan Gonzales (State Office) - your  
                   alien work visa backlog.

YOUR RESPONSE: ask sec to confirm, make travel arrangements and get agenda so I can prepare.

AN EFFECTIVE RESPONSE: Note the relation between this issue and the state's new alien visa application procedures, have your secretary call or draft a letter to Gonzales acknowledging the problem and asking for help, arrange to discuss this issue with Eggleston.

ACTIONS INDICATING EFFECTIVE PERFORMANCE:

Planning & Organizing - Setting a time to discuss this with Eggleston.

Leadership - Being specific when instructing your secretary to call or draft the letter to Gonzales acknowledging the problem and asking for help.

Perceptiveness - not indicated.

Decisiveness - Deciding on a plan and acting immediately.

Delegation - using the secretary.

ITEM 6: Memo from Esther Grange (your staff) - your office's overworked Unemployment Compensation staff, and requesting extra help.

YOUR RESPONSE: noted connection to item 15, asked sec to get course contents and reactions of former trainees, call Mason and tell him he will have the list within a week; planned to contact Aiken to explore his feelings.

AN EFFECTIVE RESPONSE: Note the relation with the state's new application procedures, make arrangements to discuss this with Grange, and have her obtain the necessary help.

ACTIONS INDICATING EFFECTIVE PERFORMANCE:

Planning & Organizing - Arranging the meeting with Grange.

Leadership - Arranging the meeting with Grange.

Perceptiveness - Noting the relation between this problem and the state's new application procedures, and having Grange obtain the necessary help.

Decisiveness - Deciding on this (or another) course of action and taking it without delay.

Delegation - Having Grange obtain the necessary help.

ITEM 7: Memo from Olga Henneman (your staff) - Ralph Post is angry and vindictive about not getting your job, and she wants out of his Section.

YOUR RESPONSE: asked sec to get Ponder's personnel file and arrange a meeting with Burns to discuss this

(plus items 4 and 5) and let Ponder know what is going on.

AN EFFECTIVE RESPONSE: Note that there may be a problem here and plan to investigate it further once you are on the job.

ACTIONS INDICATING EFFECTIVE PERFORMANCE:

Planning & Organizing - Making a specific plan to investigate this.

Leadership - not indicated.

Perceptiveness - Noting the problem.

Decisiveness - Acting in this manner rather than discarding the item.

Delegation - not indicated.

ITEM 8: Letter from Ray Fowler (State Office) - your monthly report due on first day.

YOUR RESPONSE: memo to Sally asking her to be prepared to discuss this at the staff meeting.

AN EFFECTIVE RESPONSE: Tell your secretary to ask all supervisors to have their reports ready on your first day.

ACTIONS INDICATING EFFECTIVE PERFORMANCE:

Planning & Organizing - Establishing a specific due date for the reports.

Leadership - Directing your staff to prepare their components of the report.

Perceptiveness - Recognizing that this was an important item requiring immediate action.

Decisiveness - Taking immediate action.

Delegation - Relying on your staff rather than waiting and trying to do this on your own.

ITEM 9: Memo from Ralph Post (your staff); his attached letter to the EEOC regarding an employee's discrimination complaint.

YOUR RESPONSE: ask sec to find out/collect what has been done, call Ogden and explain.

AN EFFECTIVE RESPONSE: Do not sign or send the letter, arrange to discuss the issue with Post and have him bring the employee's file to the meeting, inform the EEOC of your situation and the action that you plan to take.

ACTIONS INDICATING EFFECTIVE PERFORMANCE:

Planning & Organizing - Arranging the meeting.

Leadership - Having Post be prepared to discuss the issue and bring the file to the meeting.

Perceptiveness - Not signing the letter (this letter should not be sent out).

Decisiveness - Taking this (or another) course of action immediately rather than waiting.

Delegation - not indicated.

ITEM 10: Letter from State Office - their investigation of your office's application practices and their recommendations.

YOUR RESPONSE: asked the sec to ask Loken for specifics on the applicant's status, and to call Aiken to explain what I am doing, have him call the applicant.

AN EFFECTIVE RESPONSE: Have your secretary arrange a meeting with Kraft and Guest to investigate the situation and plan solutions.

ACTIONS INDICATING EFFECTIVE PERFORMANCE:

Planning & Organizing - Arranging the meeting.

Leadership - not indicated.

Perceptiveness - Identifying this as a contributing factor to Guest's earlier complaint of overwork.

Decisiveness - not indicated.

Delegation - Involving the secretary and Guest.

ITEM 11: Letter from Joan Greenberg (State Office) - requesting comments on written materials sent to your predecessor.

YOUR RESPONSE: ask sec to find out who interviewed and get copy of interview notes, send letter to Whitehurst to explain investigation and will follow up.

AN EFFECTIVE RESPONSE: Ask your secretary about the materials and have her contact Greenberg to explain the situation if they cannot be found.

ACTIONS INDICATING EFFECTIVE PERFORMANCE:

Planning & Organizing - not indicated.

Leadership - not indicated.

Perceptiveness - Investigating the situation.

Decisiveness - not indicated.

Delegation - Using the secretary.

ITEM 12: Memo from Sally Gray (your staff) - requesting 11/5 off.

YOUR RESPONSE: ask sec to get Ready's personnel file/job description, then set meeting with Burns and Ready.

AN EFFECTIVE RESPONSE: Deny the request and explain why; or approve and explain the problems including that the leave must be taken without pay not as a funeral day, and that she must find someone else to fill in for her as she is needed in the office.

ACTIONS INDICATING EFFECTIVE PERFORMANCE:

Planning & Organizing - not indicated.

Leadership - Explaining your decision and actions to Sally.

Perceptiveness - Noting the relation between Sally's request for time off and the memo from payroll about the excessive absenteeism in your department (Sally, in particular).

Decisiveness - Denying the request, or approving it without pay and explaining the problem to her.

Delegation - Having Sally find a replacement if the leave is approved.

ITEM 13: Letter from Esther Grange (your staff) - discrimination complaint of a client against an employer.

YOUR RESPONSE: asked sec to get file on Coover and let him know it is being investigated.

AN EFFECTIVE RESPONSE: Ask Grange to contact Burton's office (State EEOC) for assistance, then make plans to recontact the applicant and the employer in order to investigate.

ACTIONS INDICATING EFFECTIVE PERFORMANCE:

Planning & Organizing - not indicated.

Leadership - not indicated.

Perceptiveness - Contacting Burton, and recontacting the applicant.

Decisiveness - Recontacting the applicant.

Delegation - Having Grange contact Burton.

ITEM 14: Memo from Loren Eggleston (your staff) - another employee's (Steve's) frequent absenteeism.

YOUR RESPONSE: put on staff meeting agenda.

AN EFFECTIVE RESPONSE: Suggest that Eggleston refer the employee to the EAP and make plans to investigate the situation further.

ACTIONS INDICATING EFFECTIVE PERFORMANCE:

Planning & Organizing - not indicated.

Leadership - not indicated.

Perceptiveness - Referring the employee to the EAP.

Decisiveness - Making definite plans to investigate and referring the employee to the EAP.

Delegation - Suggesting that Eggleston make the referral.

ITEM 15: Letter from Doris Cooper (State Office) - their scheduled 11/7 visit to your office to explain their new alien work visa procedures.

YOUR RESPONSE: (see item 6).

AN EFFECTIVE RESPONSE: Note the conflict with your State meeting and have your secretary explain this and try to reschedule their visit; or have them meet with Eggleston in your absence (have her explain this to Eggleston as well).

ACTIONS INDICATING EFFECTIVE PERFORMANCE:

Planning & Organizing - Addressing the scheduling problems.

Leadership - Making definite plans when setting up the meeting for Eggleston.

Perceptiveness - Noting the time conflict.

Decisiveness - Taking either of these actions immediately.

Delegation - Having the secretary handle the rescheduling, or assigning the meeting to Eggleston.

ITEM 16: Memo from Payroll - your office's continuing absenteeism problem - Sally Gray's absenteeism problem.

YOUR RESPONSE: put on staff meeting agenda.

AN EFFECTIVE RESPONSE: Put the item on your staff meeting agenda, send a copy of the report to all of your supervisors, note Gray's record and the relation with her request for time off, plan to inform payroll not to pay her if you do approved the time off.

ACTIONS INDICATING EFFECTIVE PERFORMANCE:

Planning & Organizing - Putting the absenteeism problem on the staff meeting agenda.

Leadership - Making definite plans to address this issue with your staff; informing payroll not to pay Gray if she misses more time.

Perceptiveness - Sending the report to your supervisors; noting the relation between this memo, Gray's record, and her request for time off.

Decisiveness - Sending the report to your supervisors.

Delegation - not indicated.

ITEM 17: Letter from Ralph Pollop (State Office) - your office's safety violations.

YOUR RESPONSE: defer.

AN EFFECTIVE RESPONSE: Ask the secretary to find out whether any of this has been addressed, place this on your staff meeting agenda and send a copy to all of your supervisors, make plans to select someone to act as safety officer, and note the deadline.

ACTIONS INDICATING EFFECTIVE PERFORMANCE:

Planning & Organizing - Placing the item on the staff meeting agenda, and noting the deadline for compliance.

Leadership - Making definite plans to address this with your staff; making definite plans to, or actually appointing a safety officer.

Perceptiveness - Treating this as a serious matter needing immediate attention.

Decisiveness - Making definite plans to address this with your staff, or sending them a copy of this letter.

Delegation - Having your secretary do the work.



## APPENDIX K:

Reaction Questionnaire Feedback Groups

**NOTE:** The material in this appendix differs from the questionnaire presented to participants in that the items are coded to identify their associated reaction dimension. The items listed first are items that are also on the questionnaire presented to the no feedback control groups. The key to these codes is as follows:

Utility (U): items 2, 18, 21, -- 36, 42

Anxiety (A): items 23, 28, 29, -- 34

Satisfaction with feedback (S): items 17, 20, 24

Motivation to improve (M): items 1, 5, 16, -- 40

Opportunity to participate in the session (O): items 25,  
27, 30, -- 38, 44, 46

Supportiveness of the feedback giver (P): items 19, 26, 32,

Goal setting (G): items 22, 31, 33, -- 35, 41, 43, 45

Criticality of the feedback giver (C): items -- 37 39

NAME:

## Instructions

Using the scale at the top of each page, enter the number that indicates how you feel about each statement in the space provided.

STRONGLY  
DISAGREE

NEITHER

STRONGLY  
AGREE

1 2 3 4 5 6 7

- M\_\_\_ 1. I would like to improve my in-basket performance.
- U\_\_\_ 2. I obtained a better idea of how to complete an in-basket effectively.
- SP\_\_\_ 3. I am satisfied with the In-Basket project.
- UP\_\_\_ 4. The In-Basket project was a learning experience for me.
- M\_\_\_ 5. I would like to do better on the second in-basket.
- SN\_\_\_ 6. I wish that I had a better understanding of how to handle the in-basket.
- JP\_\_\_ 7. The in-basket training gave me some new ideas on how to approach my duties as a manager.
- SP\_\_\_ 8. I feel good about the way the project was run.
- UP\_\_\_ 9. I have learned a lot from the In-Basket project.
- JP\_\_\_ 10. Things that I learned in the in-basket training will be useful in my job as a manager.
- SN\_\_\_ 11. I wish there had been more discussion of my performance on the in-basket.
- SP\_\_\_ 12. There are NOT many ways in which I would have liked the In-Basket project to be different.
- UP\_\_\_ 13. I have a clearer idea of what constitutes effective in-basket performance.
- JP\_\_\_ 14. I learned things in the in-basket training that will help me be more effective as a manager.

STRONGLY  
DISAGREE

NEITHER

STRONGLY  
AGREE

1                      2                      3                      4                      5                      6                      7

- SN\_\_\_ 15. I wish that I had more written information regarding my performance.
- M\_\_\_ 16. I am going to try to do better on the second in-basket.
- S\_\_\_ 17. There are many ways in which I would have liked the feedback session to be different.
- U\_\_\_ 18. I learned a lot from the feedback.
- P\_\_\_ 19. The person giving the feedback ended the feedback session on a positive note.
- S\_\_\_ 20. I was satisfied with the feedback session.
- U\_\_\_ 21. The feedback helped me understand my mistakes.
- G\_\_\_ 22. I left the feedback session with a clear idea of the standards or criteria of good performance.
- A\_\_\_ 23. I was tense during the feedback session.
- S\_\_\_ 24. I felt good about the way the feedback session was conducted.
- O\_\_\_ 25. The person giving the feedback let me say what I thought during the feedback session.
- P\_\_\_ 26. The person giving the feedback praised me for what I had done well.
- O\_\_\_ 27. The person giving the feedback gave me the opportunity to state my side of the issues.
- A\_\_\_ 28. The feedback session was upsetting to me.
- A\_\*\_\_ 29. I was at ease during most of the feedback session.
- O\_\_\_ 30. I felt free to make suggestions on how I might do the next in-basket differently.
- G\_\_\_ 31. Goals were set for my next in-basket performance.
- P\_\_\_ 32. The person giving the feedback tried to be friendly during the session.

STRONGLY  
DISAGREE

NEITHER

STRONGLY  
AGREE

1                      2                      3                      4                      5                      6                      7

- G\_\_\_ 33. The person giving the feedback and I reviewed goals for improving my performance.
- A\_\_\_ 34. The feedback session made me angry.
- D\_\_\_ 35. The person giving the feedback really did not have enough information about my in-basket performance.
- U\_\_\_ 36. The feedback helped me learn how to do in-baskets better.
- C\_\_\_ 37. The person giving the feedback was quite critical of my in-basket performance.
- O\_\_\_ 38. I felt that I could introduce issues during the feedback session.
- C\_\_\_ 39. The person giving the feedback viewed my performance as less than satisfactory.
- M\_\_\_ 40. At the end of the feedback session, I really wanted to improve my performance on the next in-basket.
- D\_\_\_ 41. The person giving the feedback seemed too emotional.
- U\_\_\_ 42. Because of the feedback, I have a clearer idea of what constitutes effective in-basket performance.
- D\_\_\_ 43. The person giving the feedback overlooked important parts of my in-basket performance.
- O\_\_\_ 44. The person giving the feedback asked me about particular problems that I had with the in-basket.
- D\_\_\_ 45. My feedback did not seem to reflect my in-basket performance.
- O\_\_\_ 46. The person giving the feedback asked me how I felt I had done on the in-basket.

## APPENDIX L:

Reaction Questionnaire Control Groups

**NOTE:** All items on this questionnaire are included in the reaction questionnaire for the feedback groups. Further, all items except those addressing motivation are also included in the post-experimental questionnaire. The questionnaire contained in this appendix differs from that given to the participants in that the items have been coded for the benefit of the reader. The following is the key for this coding:

- U - Utility item from the Reaction Questionnaires for all groups (item 2)
- M - Motivation to improve performance (items 1, 5, 16)
- JP - Usefulness of the project to improving future job performance (items 7, 10, 14)
- UP - The project was a learning experience (items 4, 9, 13)
- SP - Satisfaction with the project (items 3, 8, 12)
- SN - Satisfaction with the feedback component (6, 11, 15)

NAME: \_\_\_\_\_

SS#: \_\_\_\_\_

Using the scale at the top of the page, enter the number in the space provided that indicates how you feel about the statement.

STRONGLY  
DISAGREE

NEITHER

STRONGLY  
AGREE

1                      2                      3                      4                      5                      6                      7

- M\_\_\_ 1. I would like to improve my in-basket performance.
- U\_\_\_ 2. I obtained a better idea of how to complete an in-basket effectively.
- SP\_\_\_ 3. I am satisfied with my experience in the In-Basket project.
- UP\_\_\_ 4. The In-Basket project was a learning experience for me.
- M\_\_\_ 5. I would like to do better on the second in-basket.
- SN\_\_\_ 6. I wish I had a better understanding of how to handle the in-basket.
- JP\_\_\_ 7. The in-basket training gave me some new ideas on how to approach my duties as a manager.
- SP\_\_\_ 8. I feel good about the way the In-Basket project was conducted.
- UP\_\_\_ 9. I learned a lot from the In-Basket project.
- JP\_\_\_ 10. Things that I learned in the in-basket training will be useful in my job as a manager.
- SN\_\_\_ 11. I wish there had been more discussion of my performance.
- SP\_\_\_ 12. There are NOT many ways in which I would have liked the In-Basket project to be different.
- UP\_\_\_ 13. I have a clearer idea of what constitutes effective in-basket performance.
- JP\_\_\_ 14. I learned things in the in-basket training that will help me be more effective as a manager.



STRONGLY  
DISAGREE

NEITHER

STRONGLY  
AGREE

1            2            3            4            5            6            7

SN\_\_\_ 15. I wish that I had more written information  
regarding my performance.

M\_\_\_ 16. I am going to try to do better on the second in-  
basket.

## APPENDIX M:

Reaction Questionnaire Post-Experimental

NOTE: The following differs from the post-experimental questionnaire presented to participants in that the items have been coded to identify their associated dimension. The key to this coding is as follows:

- F - Filler items - 1 5 16
- U - (Utility item from the RQs for all groups) - 2
- JP - Usefulness of the project to improving future job performance 7 10 14
- UP - The project was a learning experience - 4 9 13
- SP - Satisfaction with the project - 3 8 12
- SN - Satisfaction with the feedback component - 6 11 15

NAME: \_\_\_\_\_

SS#: \_\_\_\_\_

The following items pertain to the in-basket project that you just completed. Using the scale at the top of the page, enter the number in the space provided that indicates how you feel about the statement.

STRONGLY  
DISAGREE

NEITHER

STRONGLY  
AGREE

1            2            3            4            5            6            7

- F\_\_\_\_ 1. I needed to use many of the skills that I use on the job to complete the in-basket.
- U\_\_\_\_ 2. I obtained a better idea of how to complete an in-basket effectively.
- SP\_\_\_\_ 3. I am satisfied with my experience in the In-Basket project.
- UP\_\_\_\_ 4. The In-Basket project was a learning experience for me.
- F\_\_\_\_ 5. Scheduling this project was difficult for me.
- SN\_\_\_\_ 6. I wish I had a better understanding of how to handle the in-basket.
- JP\_\_\_\_ 7. The in-basket training gave me some new ideas on how to approach my duties as a manager.
- SP\_\_\_\_ 8. I feel good about the way the In-Basket project was conducted.
- UP\_\_\_\_ 9. I learned a lot from the In-Basket project.
- JP\_\_\_\_ 10. Things that I learned in the in-basket training will be useful in my job as a manager.
- SN\_\_\_\_ 11. I wish there had been more discussion of my performance.
- SP\_\_\_\_ 12. There are NOT many ways in which I would have liked the In-Basket project to be different.
- UP\_\_\_\_ 13. I have a clearer idea of what constitutes effective in-basket performance.
- JP\_\_\_\_ 14. I learned things in the in-basket training that will help me be more effective as a manager.

STRONGLY  
DISAGREE

NEITHER

STRONGLY  
AGREE

1      2      3      4      5      6      7

SN\_\_\_ 15. I wish that I had more written information regarding my performance.

F\_\_\_ 16. The physical setting for this project was fine.

## APPENDIX N:

Reaction Questionnaire Scale Reliabilities

## Reaction Questionnaire Scale Reliabilities

Questionnaire	Scale	Cronbach's Alpha
Experimental		
- Feedback	Utility	.87
	Anxiety	.75
	Satisfaction-Feedback	.92
	Motivation	.84
	Opportunity to Participate	.90
	Supportiveness	.95
	Goal Setting	.92
	Derogation	.93
	Criticality	.95
	Satisfaction-Information	.30
	Satisfaction-Program	.89
	Learning Experience	.70
	Meaningfulness	.95
Experimental		
- No Feedback	Utility	1 item
	Motivation	.84
	Satisfaction-Information	.30
	Satisfaction-Program	.89
	Learning Experience	.87
	Meaningfulness	.95

Reaction Questionnaire Scale Reliabilities (concluded)

Questionnaire	Scale	Cronbach's Alpha
Post-		
Experimental	Utility	1 item
	Satisfaction-Information	.46
	Satisfaction-Program	.95
	Learning Experience	.88
	Meaningfulness	.94



APPENDIX O:  
Participant Orientation Script

Participant Orientation Script

First of all, I would like to welcome you to our Managerial In-Basket Program. I realize that the amount of time it requires over the course of the week is no small sacrifice, however, I do think that you will find the program interesting. Even more importantly, I think that you will be surprised at how much your experience in the program will actually help you in the day-to-day course of your jobs as managers.

Before we go any further, please let me stress one thing that we have already talked about. NO ONE, other than me and each of you individually, will EVER get any information regarding your individual performances in this program. None of the other participants will know how you did, and no one in your company, INCLUDING YOUR BOSSES will ever get any information other than the fact that you did participate. They HAVE asked to discuss the results, but they will only get AVERAGES, no one in the company will ever know how any one individual scored. In fact, in order to make this program most successful for everyone who is participating, we ask that you DO NOT discuss any aspect of your participation, or ANY of the information that you receive with anyone else before everyone has completed the program.

(PASS OUT THE AGREEMENT FORMS).

In fact, I am going to ask you to sign this form, which says that you agree not to discuss any aspect of this program with anyone else, prior to the time that everyone has completed the program. You will be notified by letter, when we have finished.

As you know, this program will take place in three sessions. It is extremely important that you take part in all three sessions, on the schedule that we have already established. If for some reason you cannot keep our appointments after today, please call me as soon as possible so that we can try to reschedule.

In today's session, you will complete the first in-basket. You will have one hour to work through a set of materials that you might typically find in the in-basket of a manager in any organization. You must handle these items as though you were actually on the job, and everything that you plan to do must be in writing. You will be given written instructions for the exercise, some background information about your role and your "co-workers," and you will have one hour to complete the exercise.

While we are on the subject of the exercise, I would like to emphasize a point made in the instructions. Approach these materials as though you were actually on the job. Don't TELL us what you WOULD do, DO IT! Also, we cannot score anything that we THINK you might be thinking with respect to these materials, only what you have actually

written down, so be thorough. Now, this doesn't mean that you have to write a detailed account in paragraph form about everything, you won't have time for that. In most cases, just a quick outline will suffice.

After you have finished your in-basket, we will spend the next half-hour discussing:

**TRAINING** - the in-basket technique and the feedback that you will receive. Then, you will answer a brief questionnaire and that will complete the first session.

**CONTROL** - some of the demands that managers face and the ways that these demands are met. Then, you will answer a brief questionnaire and that will complete the first session.

The second session has been scheduled for about two days from now.

(GO OVER ACTUAL SCHEDULES).

**FEEDBACK** - in this session, you will get feedback on your performance on the first in-basket and some tips on how you might improve your scores on the next in-basket. Then, you will complete a brief questionnaire.

**CONTROL** - (perhaps we should do the "Training" in this session and combine the "Test" and "Reaction Questionnaire" for this group to give the

appearance that this second session is  
meaningful for this group. )

The third session has been scheduled for one week from  
today and will be another group session.

(GO OVER THE ACTUAL SCHEDULE).

During this session, you will complete the second in-basket  
and then fill out the final questionnaire.

Once again, I would like to stress that you alone, will  
be given feedback on your performance and it is vitally  
important that you not discuss this with anyone other than  
myself.

Does anyone have any questions? If not, then the next  
thing that I need to do is to get you to sign this consent  
form. Basically, what it says is that, now that you have a  
better idea of what this project involves that you have  
voluntarily agreed to participate in it and to abide by the  
conditions that we have set forth.

Now, you can begin the in-basket.

IN-BASKET MANAGEMENT DEVELOPMENT PROGRAM  
CONDITIONS OF PARTICIPATION AGREEMENT

I, the undersigned, agree not to discuss any aspect of this program prior to its completion, with anyone other than Mic Fedorko. I understand that I will be notified, in writing, when everyone has completed the program. Further, I understand that in exchange for my participation and meeting the requirements of this agreement, I alone will receive feedback on my performance in this program.

SIGNED: \_\_\_\_\_

DATE: \_\_\_\_\_

APPENDIX P:  
Training Test

NOTE: This differs from the test that the participants took in that the responses are coded to show which training condition they relate to. "T" signifies the correct response for the training condition and "C", for the control condition.

NAME: \_\_\_\_\_ SS#: \_\_\_\_\_

The following is a brief test of your knowledge of both in-baskets and performance feedback. Read carefully and choose the alternative that BEST completes the sentence based on what you know. Place the letter of that alternative in the space provided.

- \_\_\_\_\_ 1. In-baskets were used in this project,  
T a. to simulate managerial performance.  
C b. to illustrate the different roles that a manager must handle.
  
- \_\_\_\_\_ 2. The in-basket had me assume the role it did in a state organization rather than rather than a situation closer to my own,  
T a. so that I would act based on the information that I was given, not on my company's policies.  
C b. to show that managers are more than just leaders.
  
- \_\_\_\_\_ 3. In the in-basket, I had to do everything in writing but most of what I do on my job is face-to-face,  
C a. so it did not address the "Figurehead" or "Liaison" roles.  
T b. that isn't a problem though, since I had to use the same skills as I use on the job.
  
- \_\_\_\_\_ 4. In-baskets are being used,  
T a. widely for selection, research, and training since they so effectively simulate managerial behavior.  
C b. to test "Informational" and "Decision-Making" skills.
  
- \_\_\_\_\_ 5. In-baskets are developed based on,  
C a. the need to show the value of a good leader.  
T b. a thorough job analysis.
  
- \_\_\_\_\_ 6. My performance on these in-baskets will be scored,  
C a. with respect to 10 different roles.  
T b. using objective scoring keys.
  
- \_\_\_\_\_ 7. My performance on these in-baskets will be scored,  
C a. relative to 3 areas of managerial responsibility.  
T b. by at least 2 trained professionals.



- \_\_\_\_\_ 8. The skills that I had to use doing the in-basket,  
T a. are necessary in my job as a manager.  
C b. are evidence that management is not a science.
- \_\_\_\_\_ 9. Giving people feedback about their performance,  
T a. is necessary to manage what they do in the future.  
C b. is accomplished by the manager's "leader" role.
- \_\_\_\_\_ 10. For performance feedback to be most effective it  
must,  
C a. contain information gathered in the "Monitor"  
role.  
T b. contain both appraisal and referent information.
- \_\_\_\_\_ 11. The feedback that I am going to receive,  
T a. will tell me how well I did on each item from the  
in-basket.  
C b. will be useful in telling me which of the three  
areas of managerial responsibilities I may be  
neglecting.
- \_\_\_\_\_ 12. The feedback that I am going to receive,  
C a. will discuss the 10 "managerial roles".  
T b. will tell me what the "ideal" response was.
- \_\_\_\_\_ 13. The feedback that I am going to receive,  
T a. will tell me in detail how I could have gotten  
better ratings.  
C b. will try to explain which roles I handle well and  
which I need to pay more attention to.
- \_\_\_\_\_ 14. The feedback will tell me,  
T a. exactly what I need to do to improve my  
performance.  
C b. about some things that I can read to improve my  
performance.

## APPENDIX Q:

In-Basket Interrater Reliabilities

## In-Basket Interrater Reliabilities

Dimension	In-Basket 1	In-Basket 2
Organizing and Planning	.91	.86
Leadership	.98	.97
Perceptiveness	.97	.95
Decisiveness	.93	.94
Delegation	.96	.96
Overall	.98	.97

APPENDIX R:  
Debriefing Letter

Michael G. Fedorko  
Old Dominion University  
Department of Psychology  
Norfolk, VA 23529

Phone: 683-4446

Dear Ms. Carver,

I would like to thank you for your recent participation in our In-Basket Management Development program. Enclosed, please find the feedback that was developed for you based on your performance. I do apologize for the amount of time that it took to get this report to you, but it took much longer to run everyone through the program than we expected.

When you look at the report the first two pages appear very similar, however, page one refers to your first in-basket and page two your second. The numbers that you see are percentile ranks referenced to the group of managers that were used to develop these materials. An example of interpreting them is as follows: if you have a score of 56, that means that you did better than 56% of those managers.

The rest of the report addresses each item of your second in-basket. First, it describes the content of the item to refresh your memory. Next, it presents a summary of your response to the item. Following that is one way that you might have handled the item that would have been very effective given the information that you had available. The last section of each page breaks this very effective response down into the five dimensions that you were scored on. A good way to use this information is as follows: if you are concerned about your score in delegation, look at the delegation response to each item to get an idea of the sorts of things that you could do to improve your ability to delegate effectively. The way to get the most out of any of this information is to consider how you could use these behaviors on your job. Again, even though many of you do not have secretaries, EVERY manager can delegate and needs to be able to do so effectively in order to survive, much less perform well. Finally, as I stated before, no one other than you and I will ever know how you, as an individual, did on these two in-baskets.

Some of you were able to meet with me and discuss your performance on the first in-basket before taking the second. We weren't able to do this for everyone because there simply wasn't enough time to do all of the scoring, report writing, and meetings within one week. Those of you who did not get feedback before your second in-basket can get the same benefit now by taking some time to consider the information in this report.

If you have questions about this feedback or any other aspect of the program, please feel free to contact me at the above address or phone number.

I sincerely hope that you enjoyed the program. Even more importantly, I hope that you will use this information in the day-to-day performance of your job as a manager. Once again, thank you for your participation and I wish you luck in your career as a manager.

Sincerely,

Mic Fedorko